EDUCATION

IN THE

CENTRAL PROVINCES

FOR

THE YEAR 1889-90.

VII/79

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FROM

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INSPECTOR-GENERAL OF EDUCATION,

Central Provinces,

To

THE SECRETARY TO THE CHIEF COMMISSIONER,

Central Provinces.

Dated Nagpur, the 5th July 1890.

SIR,

I have the honour to submit the annual Report on the state and progress of Education in the Central Provinces, for the official year 1889-90.

SECTION I.—GENERAL AND STATISTICAL SUMMARY.

Number of schools and scholars.

2. The statistics are, on the whole, favourable. On the 31st March of the year under report, there were 1,830 schools with 1,08,200 pupils, as compared with 1,824 schools and 1,07,357 pupils on the corresponding date of the previous year. There has thus been an increase of 6 schools and 843 pupils. The year was an abnormally unhealthy one, and the strength of schools and attendance were much affected by severe epidemics of cholera, fever and influenza. But for these causes, it is probable that the increase would have been greater. The subjoined table exhibits the number of schools and pupils classified by standards of institutions. Colleges and High schools remain much the same as in the previous year. The increase of 17,348 pupils in Middle schools for boys is merely nominal, being accounted for by a change of classification. In the previous year, Vernacular Middle schools were classed as primary schools. In the current year they have been classified as Middle schools. The decrease of 16,133 pupils in primary schools is due to the same cause. Owing to the change of classification, it is impossible to compare the exact state of Middle and Primary Education. The decrease under special schools is accounted for by the fact, that last year all the drawing schools were shown under special schools, whereas this year three schools only appear under this head. The increase under Secondary schools for females is due to the change of classification mentioned above. It is

satisfactory to note that though the increase in pupils is a fraction per cent, the increase in fee receipts (see paragraph 3 below) is over 12 per cent.

Class of Institution.			1888-89.			1889-90.		
			Schools.	Pupils.	Average number of pupils per school.	Schools.	Pupils.	Average number of pupils per school.
PUBLIC INSTITUTIONS.								
University..	Colleges ...	...	3	153	51	3	152	51
Secondary...	High schools	...	10	594	59	11	600	55
	Middle schools — English	...	62	3,860	62	65	4,086	63
	Middle schools — Vernacular	...	...	...	...	165	17,122	104
Primary ...	Primary English	...	60	2,561	43	63	2,459	39
	Upper and Lower Primary Vernacular	...	1,544	93,597	60	1,366	77,464	58
Special ...	English and Vernacular schools for males	...	26	1,429	55	25	738	29
	Vernacular schools for females	... ...	1	22	22	1	20	20
Female ...	Secondary schools ... English	...	4	86	22	4	101	25
	Secondary schools ... Vernacular.	...	...	...	...	2	179	89
	Primary Vernacular schools.		114	5,055	44	125	5,279	42
	TOTAL PUBLIC INSTITUTIONS ...		1,824	1,07,357	59	1,830	1,08,200	59

Statistics for the last five years.

3. The statistics for the last 5 years are given in the following table:—

	1885-86.	1886-87.	1887-88.	1888-89.	1889-90.
Number of schools	1,854	1,891	1,892	1,824	1,830
Number of pupils	1,04,000	1,06,952	1,08,673	1,07,357	1,08,200
Average attendance ...	72,296	74,180	74,930	76,013	72,330
Fee receipts in all schools	56,276	58,007	64,589	66,160	74,400
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs a. p.	Rs. a. p.
Cost per pupil to Government ...	3 6 9	3 6 1	3 6 5	3 4 10	3 5 3

It will be seen that the loss of pupils in the previous year has been nearly recovered. Since the year 1885-86, schools have decreased by 1 per cent, while scholars have increased by 4 per cent, and fee receipts by 32 per cent. The cost to Government (including both direct and indirect expenditure) of educating each pupil has decreased from Rs. 3-6-9 to Rs. 3-5-3.

4. The year's work has been marked by the progressive development of the policy of the previous year, viz: the attempt to give education a less "bookish turn," and to make it more suitable to the needs of the people by encouraging subjects of a technical and practical character, and by the increased attention paid to discipline and moral training. As regards technical education:—

Features of the year's operations.

(1) The Agricultural and Engineering classes have been successfully managed during the year.

(2) Every effort has been made to encourage a taste for drawing, as being the basis of technical education. All the Colleges, Middle schools and Normal schools are now supplied with fairly efficient drawing masters, and the subject is generally well taught. In primary schools, instruction has been pushed on rather more rapidly than the supply of masters capable of teaching it justified, but steps have been taken to check this. The subject is so very popular, that it will take some time before a supply of trained teachers equal to the demand can be provided.

(3) The Kindergarten system is successfully taught in our Normal schools, and has been introduced into a fair number of primary schools. Its complete introduction will depend upon the gradual supply of trained teachers.

(4) The carpentry classes have been reorganized, and instruction in manual training, on a modification of the Slöjd system, is given in our Normal schools. The system will be gradually introduced into the carpentry classes, and I hope ultimately in Middle schools, as trained teachers can be supplied.

(5) The result grant Code has been revised with reference to subjects of a technical character, *vide* Appendix A.

(6) A Law class has been opened in the Jubbulpore College, and has been well attended.

(7) The study of agriculture has received much attention in primary schools. Mr. Fuller's Primer has been introduced into all Hindi schools. An examination in agriculture for candidates who have passed the Upper Primary examination was held during the year. The subject is very popular. The Inspector of Schools, Northern Circle, reports that even members of School Committees ask to be allowed to attend school during the agricultural lesson. School gardens, as a means of teaching the elements of agriculture and of providing the boys with useful occupation, have received much encouragement. The Commissioner of Settlements and Agriculture has offered to prepare a scheme of school gardens, with instructions as to watering, planting, &c. School Committees are to be asked to provide plots of ground. The work of gardening is to be done by the boys themselves, who are to receive a share in the sale proceeds. I hope by next cold weather to see European and native vegetables grown in the majority of our schools. School

gardens may thus be the means of increasing, to a small extent, the food supply of the country. I have requested District Councils to sanction rewards for the best gardens, and many of them have done as I asked.

(8) Regarding physical science the itinerant instructors have nearly finished their work. At the end of each course of lectures, an examination has been held in each district, and certificates awarded to successful candidates. All the High and all the important Middle schools have been supplied with the necessary apparatus, mainly by private subscriptions.

As regards discipline and moral training :—

(1) In accordance with the new scheme for extending and improving the system of normal training, a class for the training of secondary school teachers was opened in the Nagpur Normal school in June last, with an attendance of 14 students. A fresh batch joined the class in January. The establishments of the Nagpur and Jubbulpore Normal Schools were remodelled during the year, under orders of the Government of India. A European Superintendent for the former institution is to be sent out by the Secretary of State for India.

(2) The boarding house attached to the Jubbulpore College has been enlarged and improved. The monitorial system has been introduced into the institution, as an experiment, and, if it proves successful, will be tried in other schools. Efforts have been made to provide Middle schools with boarding houses. The main difficulty is that of expense. This has been surmounted by the Committee of one Middle school, and I am in correspondence with the Committee of another on the subject.

(3) Physical training has received considerable attention.

(4) Inter-school rules and conduct cards, *vide* Appendix B, have been introduced.

(5) Teachers' conferences have been held in every district except two. Instruction in methods of teaching was given, and discussions on Educational questions took place. Sports for school boys were also held. The Bāl-Sabha, or meeting of school boys, which flourishes in the Bhandara District, has been encouraged in other districts.

5. Negotiations for the transfer of Middle schools to local bodies are still being carried on. One or two schools have already been transferred. Arrangements are being made for the transfer of the support of result-aided schools to local bodies. This will I think have a beneficial effect in giving local bodies a greater interest in the welfare of these schools, which have been hitherto neglected.

Transfer of schools to Local Boards.

6. A Manual embodying the various rules of the Department is being prepared.

School Manual.

7. The subjoined table shows the increase and decrease of schools and scholars by districts:—

Increase and decrease of schools and scholars by districts.

District.	Area in square miles.	Population.	1888-89.		1889-90.		Increase.		Decrease.		Remarks.
			Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	
Jubbulpore ...	3,918	687,233	164	9,652	155	9,241	...	...	9	411	
Saugor ...	4,005	564,950	97	6,469	97	5,976	...	...	...	493	
Damoh ...	2,799	312,957	67	3,281	66	3,292	...	11	1	...	
Mandla ...	4,719	301,760	46	2,131	43	1,697	...	...	3	434	
Hoshangabad ...	4,437	488,787	101	5,307	95	5,042	...	...	6	265	
Makrai Feudatory State ...	215	16,764									
Narsinghpur ...	1,916	365,173	99	6,217	97	6,046	...	...	2	171	
Nimar ...	3,340	231,341	92	4,255	89	4,370	...	115	3	...	
Nagpur ...	3,786	697,356	206	12,616	211	12,830	5	214	...	...	
Chhindwara ...	3,915	372,899	42	2,187	38	2,249	...	62	4	...	
Seoni ...	3,247	394,733	46	2,470	50	2,622	4	152	...	...	
Betul ...	3,905	304,905	56	2,588	56	2,622	...	34	...	. .	
Chanda ...	10,785	640,146	91	5,227	91	5,346	...	119	...	...	
Wardha ..	2,401	387,221	94	5,188	104	5,430	10	242	...	...	
Balaghat ...	3,146	340,554	55	2,502	50	2,571	...	69	5	...	
Bhandara ...	3,922	683,779	114	7,093	119	7,733	5	640	...	...	
Raipur ...	11,885	1,405,171	165	12,072	169	13,020	5	1,074	...	...	
Do. Feudatory States ...	2,058	427,066	15	772	16	898					
Sambalpur ...	4,521	693,499	113	6,503	111	5,774	5	...	...	357	
Do. Feudatory States ...	11,897	960,461	74	4,620	81	4,902					
Bilaspur ...	7,798	1,017,327	75	5,511	80	5,759	5	242	...	...	
Do. Feudatory States ...	1,002	109,181	12	696	12	690					
Bastar Feudatory State ...	13,062	196,248	...	...	...	...	...	...	...	...	
Total Government Districts ...	84,445	9,838,791	...	...	...	..	...	...	...	...	
Total Feudatory States ...	28,834	1,703,720	...	...	..	...	...	...	...	...	
GRAND TOTAL ...	113,279	11,542,511	1,824	1,07,357	1,830	1,08,200	39	2,974	33	2,131	

It is noticeable that the decrease is confined almost entirely to the dis of the Northern Circle. Every district in that circle exhibits a decrease, e: Damoh and Nimar, in which the increase is trifling. The net decrease i Northern Circle is 1,648 pupils.

In the Southern Circle, every district shows an increase, the total increase being 15 in schools and 1,532 in scholars. The largest increase is 640 in scholars, in the Bhandara District.

The Eastern Circle, comprising the districts forming the Chhattisgarh Division, shows a net increase of 15 schools and 959 scholars, the decrease being confined to the Sambalpur District. Chhattisgarh, but recently brought into contact with civilization by the new railway, seems to be awakening from its long sleep. The popularity of education is attested by the crowded state of the High and Middle schools.

The Commissioner remarks: "The change is most marked, but unless "facilities for education increase by leaps and bounds, they will not keep pace "with the social and commercial progress of the Division at the present time.

8. The following table shows the percentage of school-going age population under instruction in each district, calculated at 15 per cent of the total population :—

Percentage of school-going age population under instruction in each district.

District.	Children of school-going age.	Number under instruction.	Percentage.
Jubbulpore	103,084	9,241	8·96
Saugor	84,742	5,976	7·05
Damoh	46,943	3,292	7·01
Mandla	45,263	1,697	3·75
Hoshangabad	75,832	5,042	6·78
Narsinghpur	54,775	6,046	11·03
Nimar	34,760	4,370	12·59
Nagpur	104,603	12,830	12·26
Chhindwara	55,935	2,249	4·02
Seoni	50,210	2,622	5·22
Betul	45,736	2,622	5·73
Chanda and Sironcha... ...	97,372	5,346	5·49
Wardha	58,084	5,430	9·34
Balaghat	51,083	2,571	4·97
Bhandara	102,567	7,733	7·53
Raipur	210,775	13,020	6·17
Sambalpur	104,024	5,774	5·55
Bilaspur	152,599	5,759	3·77
Raipur Feudatory schools ...	64,060	898	1·40
Sambalpur do. ...	144,069	4,992	3·46
Bilaspur do. ...	16,377	690	4·21
Total ...	1,702,833	108,200	6·35

Nimar, Nagpur and Narsinghpur still head the list with 12·59, 12·26 and 11·03 respectively of the school-going age population under instruction. The total percentage is 6·35, or 11·74 under boys and ·65 under girls. In Madras, the percentage is 21 under boys, and 2·9 under girls. Education is very backward in the Native States, but the appointment of an additional Deputy Inspector, which is in contemplation, will doubtless lead to greater progress.

9. In the accompanying table, the percentage of population of school-going age, under each caste or race is shown :—

Distribution of pupils according to caste or race.

	Races.	Colleges.	Secondary.	Primary.	Technical schools.	Total.	Number of children of school-going age, omitting Native States.	Percentage of children.
Males.	Native Christians ...	..	47	408	1	456	529	86·2
	Hindus ...	136	19,019	69,033	667	88,855	555,070	16·00
	Mahomedans ...	10	2,134	6,129	64	8,337	21,091	39·5
	Jains ..	...	95	216	...	311	...	...
	Parsis ...	1	16	8	....	25	39	64·1
	Gonds and other aboriginal tribes ...	...	9	1,644	1	1,654	152,364	1·08
	Others ...	1	330	2,146	5	2,482	...	...
	Total ...	148	21,650	79,584	738	102,120	...	...
Females.	Native Christians ...	...	78	218	1	297	483	61·4
	Hindus ...	...	105	4,195	19	4,319	542,604	·79
	Mahomedans ...	...	1	328	...	329	20,274	1·6
	Jains ...	...	.	35	...	35	...	...
	Parsis ...	...	1	2	...	3	20	15
	Gonds and other aboriginal tribes	...	...	...	...	...	...	...
	Others ...	...	...	80	...	80	...	...
	Total ...		185	4,858	20	5,063	...	...
	GRAND TOTAL ...	148	21,835	84,442	758	107,183	...	...

The percentage of Hindu boys of school-going age under instruction is 16, as compared with 16·16 in the previous year, and of Mahomedans 39·5 as against 38·99.

Mahomedans still lead the way, both in point of male and female education, a fact which is, I believe, attributable to the activity of the Anjuman Islamia. Under the girls of both these races, there is a small increase. The system of allowing little girls to attend the primary classes of boys' schools, with the approval of School Committees, was for the first time tried in the current year, and will, I think, have a stimulating effect on female education. I regret to note that the number of the aboriginal tribes at school has fallen from 2,430 to 1,654. As observed in last year's Report, the backwardness of education in these Provinces is due mainly to the distaste for female education and the poor attendance at school of the indigenous races.

10. The subjoined table shows the classification of pupils according to wealth and the occupation of their parents or guardians:—

Classification of pupils according to wealth and occupation of parents.

		1888-89.	1889-90.
Richer classes		475	470
Middle classes ...	Government service	3,889	3,217
	Private service	1,822	2,574
	Estates	5,057	4,789
	Professions	3,053	3,128
	Trades	3,421	4,118
Poorer classes ...	Government service	10,535	11,609
	Agriculture	37,640	37,767
	Trades	12,286	12,735
	Skilled labour	9,359	8,100
	Common labour	11,203	11,138
	Miscellaneous	8,617	8,555
	Total ..	107,357	108,200

The Middle classes, viz., those whose income ranges between Rs. 5,000 and Rs. 200 per annum furnish a little over 16 per cent. The poorer classes, viz., those whose income falls below Rs. 200 per annum, are represented by over 83 per cent. Government servants furnish nearly 14 per cent, agriculturists about 38 per cent. It is satisfactory to note that the attendance of traders has increased from 14 to 16 per cent. As the commercial prosperity of the country depends, to a great extent, on the intelligence of this class of the community, their attendance at school is a favourable sign.

11. The distribution of pupils according to languages studied is shown below:—

Languages studied.

	Number of scholars in the Central Provinces.		1888-89.														1889-90.													
			Number of schools.	Classical.					Vernacular.								Number of schools.	Classical.					Vernacular.							
	1888-89.	1889-90.		English.	Latin.	Sanskrit.	Arabic.	Persian.	French.	Hindi.	Marathi.	Urdu.	Tamil	Telugu.	Uriya.	Gujrathi.	Bengali.		English.	Latin.	Sanskrit.	Arabic.	Persian.	French.	Hindi.	Marathi.	Urdu.	Tamil	Telugu.	Uriya.	Gujrathi.	Bengali.
Hindus ...	93,803	93,174	1,824	8,124	108	799	106	305	39	61,737	29,724	3,226	314	441	8,868	165	66	1,830	8,388	123	673	70	345	39	62,315	30,267	3,471	429	399	9,129	185	51
Mahomedans ...	8,554	8,666																												
Native Christians. ...	517	753																												
Jains ...	...	348																												
Parsis ...	137	28																												
Gonds, Mahars, Dhers ..	2,531	1,654																												
Other low castes.	936	2,562																												
Europeans and Eurasians ...	879	1,017																												
Total. ...	107,357	108,200																												

The number of pupils studying English increased from 8,124 to 8,388. Sanskrit is studied by 873 pupils, as compared with 799 in the previous year. There is an increase in the number of pupils studying the three great vernaculars of the Central Provinces, viz., Hindi, Marathi and Uriya.

12. The following table shows the expenditure on education according to Departmental returns :—

Expenditure on education according to Departmental returns.

Colleges and Schools.	1888-89.			1889-90.		
	Total expenditure.	Receipts from all local sources.	Expenditure from Provincial revenues.	Total expenditure.	Receipts from all local sources.	Expenditure from Provincial revenues.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Colleges—Government ...	17,907	4,916	12,991	18,985	5,442	13,543
Do. Aided ...	24,995	21,230	3,765	26,510	22,712	3,798
Secondary Schools.						
For Boys. Government ...	80,856	40,098	40,758	94,752	50,539	44,213
For Boys. Local Fund and Municipal ...	1,702	1,702	...	49,892	43,212	6,680
For Boys. Native States ...	816	816	...	4,115	4,115	...
For Boys. Aided ...	40,526	26,544	13,982	45,538	28,468	17,070
For Boys. Unaided ...	2,317	2,317	...	2,384	2,384	...
For Girls. Government ...	...	...	...	605	281	324
For Girls. Aided ...	7,200	4,255	2,945	7,676	4,681	2,995
For Girls. Unaided ...	...	...	...	...	...	. .
Primary Schools.						
For Boys. Government ...	74,598	42,218	32,380	50,840	26,814	24,026
For Boys. Local Fund and Municipal ...	171,373	140,972	30,401	125,990	102,967	23,023
For Boys. Native States ...	13,644	13,644	...	13,288	13,288	...
For Boys. Aided ...	65,493	35,059	30,434	62,545	32,063	30,482
For Boys. Unaided ...	2,667	2,667	...	6,059	6,059	...
For Girls. Government ...	9,346	3,536	5,810	7,899	2,764	5,135
For Girls. Local Fund and Municipal ...	4,928	4,455	473	6,201	5,842	359
For Girls. Native States ...	312	312	...	418	418	...
For Girls. Aided ...	32,565	21,736	10,829	33,324	22,713	10,611
For Girls. Unaided ...	...	...	...	288	288	...
Special Schools.						
Training school for Masters ...	24,496	.	24,496	24,888	...	24,888
Do. for Mistresses ...	5,246	...	5,246	5,542	...	5,542
Agricultural school ..	1,563	...	1,563	2,589	...	2,589
Practical Engineering school ...	286	...	286	4,258	...	4,258
Industrial Schools. Government ...	2,648	24	2,624	2,273	124	2,149
Industrial Schools. Local Funds ...	522	522	...	528	528	...
Law schools ...	...	...	...	4,484	2,964	1,520
Direction ...	26,829	...	26,829	27,445	...	27,445
Inspection ...	81,875	2,139	79,736	74,669	1,480	73,189
Scholarships ...	30,853	9,511	21,342	28,460	10,363	18,097
Buildings ...	31,244	21,756	9,488	23,307	17,466	5,841
Furniture ...	5,345	1,791	3,554	7,189	4,452	2,737
Miscellaneous including the Book Depôt ...	31,871	31,669	202	39,051	38,531	520
Total ...	794,023	433,889	360,134	801,992	450,958	351,034

The total expenditure on education in the current year was Rs. 8,01,992 as compared with Rs. 7,94,023, the increase being Rs. 7,969. The expenditure from Provincial revenues has decreased from Rs. 3,60,134 to Rs. 3,51,034, or by Rs. 9,100. This is due to a decline in indirect expenditure, viz., in the cost of inspection, scholarships, buildings, &c. The cause of the increase in the cost of the Agricultural and Engineering classes is explained in paragraphs 72 and 73 below.

The expenditure by local bodies shows an increase of Rs. 2,705 and the receipts from local sources an increase of Rs. 9,100.

13. The sources from which the above expenditure was met are compared below :—

Sources of expenditure.

	1888-89.	1889-90.
	Rs.	Rs.
(1). Provincial revenues	3,60,134	3,51,034
(2). Local rates and cesses	1,43,756	1,46,802
(3). Municipal funds	66,450	66,109
(4). Fees	66,160	74,400
(5). All other sources	1,57,523	1,63,647
Total ...	7,94,023	8,01,992

Of the total expenditure, Rs. 3,51,034, or nearly 44 per cent, were met from Provincial funds, as compared with 45 per cent in the previous year. Local rates and cesses contribute a little over 18 per cent, Municipal funds about 8 per cent. The receipts from fees are represented by rather over 9 per cent, as against 8 per cent in the previous year. The receipts from other sources, which have increased from Rs. 1,57,523 to Rs. 1,63,647, or by Rs. 6,124, contribute a little over 20 per cent.

14. The subjoined table shows the distribution of direct expenditure among the different classes of institutions :—

Distribution of expenditure among the different classes of institutions.

Kind of institution.	Provincial revenues.		Local rates and cesses.		Municipal Funds.		Other sources.		Total.	
	1888-89.	1889-90.	1888-89.	1889-90.	1888-89.	1889-90.	1888-89.	1889-90.	1888-89.	1889-90.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Colleges ...	16,756	17,341	..	...	2,821	2,850	23,825	25,304	42,902	45,495
Secondary schools ..	57,685	71,282	739	36,520	25,446	32,962	49,547	64,198	1,33,417	2,04,962
Primary schools and schools for special instruction ...	1,44,512	1,34,582	1,28,211	91,209	34,520	27,495	1,02,414	98,128	4,09,687	3,51,414
Total ..	2,18,983	2,23,205	1,28,950	1,27,729	62,787	63,307	1,75,286	1,87,630	5,86,006	6,01,871

The above figures give only the direct expenditure, not the sums spent on inspection, buildings and scholarships, &c. The amount spent on Collegiate education was rather over 7 per cent of the total expenditure, on secondary education rather over 34 per cent, and on primary education about 58 per cent.

The figures of the previous year were as follows:—

Collegiate education, 7 per cent.
Secondary education, 22 per cent.
Primary education, 69 per cent.

The difference is due to the change of classification explained in paragraph 2 above.

The contribution from Provincial revenues to Collegiate instruction rose from Rs. 16,756 to Rs. 17,341, or by Rs. 585. This is due to the sanctioned increments in the salaries of the professors of the Jubbulpore College. It is satisfactory that receipts from other sources in colleges rose from Rs. 23,325 to Rs. 25,304, or by Rs. 1,979. This is mainly due to the raising of the fees in the Jubbulpore College. Nearly three-fifths of the cost of Collegiate education were met from other sources. In secondary schools, 31 per cent of the total expenditure came from other sources, and in primary schools about 28 per cent.

Cost of educating each pupil.

15. The following table gives the cost of educating each pupil in all classes of schools. Indirect expenditure, on direction, inspection, scholarships, &c., is excluded:—

Class of schools.	Number of schools	Average number of scholars enrolled.	Average daily attendance.	Average cost of educating each pupil.	
				Total cost.	Cost to Government.
Under Public Management.				Rs. a. p.	Rs. a. p.
Arts Colleges	1	61	53	296 10 3	211 9 9
Secondary schools for boys. Government ..	68	6,133	4,776	15 7 2	7 3 4
Secondary schools for boys. Local Fund and Municipal ...	108	11,321	8,029	4 6 6	0 9 5
Secondary schools for boys. Native States ...	6	405	260	10 2 6	...
Do. for girls ..Government ..	1	103	95	5 14 0	3 2 4
Primary schools for boys. Government ...	141	8,732	6,565	5 13 2	2 12 0
Primary schools for boys. Local Fund and Municipal ...	646	39,991	26,792	3 2 5	0 9 3
Primary schools for boys. Native States ..	99	5,855	3,187	2 4 4	...
Primary schools for girls. Government ..	31	1,249	777	6 5 2	4 1 9
Primary schools for girls. Local Fund and Municipal ...	32	1,385	918	4 7 8	0 4 2
Primary schools for girls. Native States ..	4	128	81	3 4 3	...
Special schools ... Masters ...	4	188	167	132 6 2	132 6 2
Special schools ... Mistresses ...	1	21	17	263 14 6	263 14 6
Industrial schools. Government ...	10	184	132	12 5 8	11 10 10
Industrial schools. Local Fund ..	4	110	82	4 12 10	...
Drawing schools... Government ..	8	87	61	...	...
Drawing schools... Local Fund ...	...	...	...	...	...
Practical Engineering Class ...	1	18	15	236 8 11	236 8 11
Agricultural Class ..	1	28	23	92 7 5	92 7 5
Law schools ...	2	78	49	57 7 8	19 7 9

Class of schools.	Number of schools	Average number of scholars enrolled.	Average daily attendance.	Average cost of educating each pupil.	
				Total cost.	Cost to Government.
Under Private Management.				Rs. a. p.	Rs. a. p.
Colleges	2	92	77	288 2 5	41 4 6
Secondary schools for boys. { Aided ...	52	2,874	2,241	15 13 6	5 15 0
{ Unaided ...	7	371	297	6 6 9	...
Primary schools for boys. { Aided ...	461	20,255	13,306	3 1 5	1 8 1
{ Unaided ...	82	3,306	2,289	1 13 4	...
Secondary schools for girls. { Aided ...	5	176	153	43 9 10	17 0 8
{ Unaided ...	...	...	..	...	...
Primary schools for girls. { Aided ...	48	2,047	1,398	16 4 6	5 2 11
{ Unaided ...	10	258	190	1 1 10	...
Total ...	1,830	105,459	72,330	5 11 4	2 1 10

The total average cost of educating each pupil has increased from Rs. 5-5-11 to Rs. 5-11-4, and the cost to Government from Rs. 2-0-1 to Rs. 2-1-10.

Expenditure on school buildings.

16. The expenditure on school buildings is shown below :—

Expenditure on school buildings from Public Works Department Budget 1889-90.	Amount.	Expenditure (Provincial) from Educational Departmental Budget 1889-90.	Amount.
	Rs.		Rs.
(A)—Repairs ...	2,880	(D)—Repairs to Government buildings ...	4,754
(B)—Minor works under Rs. 2,000 ...	2,124	(E)—Minor works under Rs. 2,000.	
(C)—Larger works above Rs. 2,000 ...	...	(F)—Minor grants-in-aid under Rs. 1,000 ...	1,087
		(G)—Larger grants above Rs. 1,000.	...
Total ...	5,004	Total ...	5,841

The total expenditure on buildings was Rs. 10,845 as compared with Rs. 19,453 in the previous year.

Fee receipts.

17. The following table gives particulars of the fee receipts :—

		1888-89.	1889-90.
	For Boys.	Rs.	Rs.
Colleges	Government	1,512	2,038
	Aided	1,175	1,024
Secondary schools	Government	16,265	19,571
	Local Fund and Municipal	245	4,379
	Native States	.	12
	Aided	5,838	6,792
	Unaided	419	583
Primary schools	Government	13,764	10,004
	Local Fund and Municipal	11,213	11,087
	Native States	206	236
	Aided	8,443	9,742
	Unaided	500	143
	Law schools	...	2,004
	Total fees for boys' schools	59,580	67,615
	For Girls.		
Secondary schools	...Aided	2,051	1,837
Primary schools	...Aided	3,786	4,064
Fees spent on furniture, buildings, &c., in boys' and girls' schools		743	884
	Grand Total of Fees in Boys' and Girls' Schools	66,160	74,400

The total receipts are Rs. 74,400 as compared with Rs. 66,160 in the previous year. The increase is Rs. 8,240, or rather over 12 per cent. In boys' schools it amounts to over 13 per cent. Last year it was only 3 per cent. The increase of Rs. 526 in the Government College is explained in paragraph 14 above.

Secondary schools exhibit an increase, and Government and District Council primary schools a decrease, which is due to the change of classification. It is satisfactory to note that the fees in aided primary schools have risen by Rs. 1,299 or by 15 per cent. The general increase in the fee receipts may be regarded as one of the most favourable features in the year's work.

Statement of receipts and charges furnished by the Comptroller.

18. The statement of receipts and expenditure furnished by the Account Department is as follows :—

Receipts.	1st April to date, 12 months.	Expenditure.	1st April to date, 12 months
EDUCATION.	Rs.	**EDUCATION.**	Rs.
Provincial.		Provincial	
Fees, Government Colleges, General ...	2,516	Direction	27,949
Ditto. Do Professional ..	783	Inspection	75,283
Ditto. Do. Schools ...	30,328	Government Colleges, General... ...	18,345
Ditto. Do. Special .	..	Ditto Schools do.	1,57,652
Contributions	61,610	Ditto. do. Special	36,566
Income from Endowments	...	Grants-in-aid	47,629
Miscellaneous	41,118	Payments by results .	29,907
		Scholarships	17,817
		Miscellaneous	39,666
		Refunds	986
Total Provincial ...	1,36,387	Total Provincial ...	4,51,800
Local.		Local.	
Fees, Schools, General	48	Government Schools, General	1,63,369
Contributions	2,189	Grants-in-aid	110
Miscellaneous	5	Scholarships	9,970
		Miscellaneous	.
		Refunds	...
Total Local ..	2,242	Total Local ...	1,73,449
Total Receipts .	14,857	Total Expenditure	6,25,249

The Comptroller's figures under the head of expenditure are Rs. 6,25,249 against Rs. 8,01,992 shown in the Departmental returns. The difference is accounted for by the fact that the following figures are not shown by the Comptroller :—

	Rs.
Schools in Native States	18,171
Deputy Inspectors in Native States	1,480
Subscriptions, &c., and fees in schools under private management	1,00,472
Subscriptions, endowments and fees in District Council schools, except fees in District Council Secondary schools, English.	23,763
Subscriptions, &c., and fees in Primary schools and a portion of subscriptions and fees in Secondary schools... ..	23,730
Unaided schools	9,127
Total ...	1,76,743

19. The results of the various examinations for which students from these Provinces appeared, are compared below :—

Results of Examinations

	1888-89.	1889-90
1 M. A Passes		2
2. B. A. Passes ..	17	16
3. F. A. Passes ...	41	46
4. Matriculation Passes . .	79	120
5. Middle school „ ..	474	565
6 Upper primary „	7,007	7,026
7. Lower primary „ ...	9,790	10,014
8 School of Art „ ...	41	53
9. L. M. and S. (Surgery) .	... ..	.....
10. L. C. E. (Engineering) Passes ...	... ..	1
11. F. C. E. Do. „ ...	4	.....
12 L. L. B. Do. „ ..	... ..	1

Of the two candidates who passed the M. A. examination, one passed by private study at Agra, and the other is a Professor of the Morris College. Passes in both the Matriculation and Middle School examinations show a considerable increase. The increase of 12 in the number of students who obtained Bombay School of Art certificates is encouraging. The fact, however, that 390 candidates appeared for the examination seems to indicate that the teaching is defective.

20. Increased attention during the year has been paid to physical training. All the High schools and all the Middle schools of any importance are provided with suitable gymnasia, and School Committees have been active in supplying Primary schools with apparatus. Drill is taught in every school, and is generally good, but specially so in the High schools at Saugor, Raipur and Sambalpur and in the Middle schools at Narsinghpur and Chhindwara and in the

Physical training.

Nagpur and Raipur Normal schools. The mistake with regard to drill, as noted by Messrs. Elliott and Thompson, is that it is supposed to end with the playground. It should be utilized as a means of maintaining order and discipline in the school room. Teachers will be directed to observe this in future. The question of providing pensioned sepoys as instructors, has been ordered to stand over, pending the transfer of Middle schools to local bodies. A reform in drill has been introduced, which will, I think, lead to still better results. It is the system of making the best boy in each class drill his own class. Prizes will be offered for the class that does best in the annual inspection. By this means, a wholesome rivalry between class and class is introduced, and drill is deprived of a good deal of its monotony. I am also engaged in working out a scheme which ought to have some effect in encouraging field sports in Primary schools. It is the division of each district into certain centres. Quarterly meetings for contests in games are to be held at each centre, and an annual meeting at the Tahsili towns. School Committees will be asked to award prizes. In the new Result grant rules, grants are offered for proficiency in drill and gymnastics. Vernacular copies of Forrest's hand book of gymnastics have been supplied to most Primary schools. A new feature has been the attempt to introduce such games as badminton, hockey and rounders in some schools. Cricket is played in the Saugor High school, in the Khandwa Middle school, and in one or two to her schools.

SECTION II.—Controlling Agencies.

Inspector-General of Education.

21. I was absent on five months' furlough from the 28th May, Mr. Thompson having been appointed to act for me. I returned to duty on the 1st November, and went into camp on the 3rd December. I travelled through the Mandla, Bilaspur, Sambalpur and Raipur Districts, returning to Jubbulpore on the 17th February. I then finished the inspection of the schools in Jubbulpore, and visited some of the schools on the line of rail. I inspected 92 schools with 6,776 pupils. Mr. Thompson inspected 59 schools with 4,167 pupils.

Re-organization of the Inspectorate.

22. Under orders from the Secretary of State for India, the Inspectorate was re-organized during the year. One 3rd grade appointment was abolished, and a new non-graded appointment created.

The present and former scales of establishment are as follows :—

Former scale.

		Rs.
3rd grade, 2 appointments	...	750 to 1,000
4th grade, 1 appointment	...	500 to 750

New scale.

		Rs.
3rd grade, 1 appointment	...	750 to 1,000
4th grade, 1 ,,	...	500 to 750
Non-graded, ,,	...	500

23. The following table exhibits the work done by the Circle Inspectors of Schools:—

Work of Inspectors

Name of officer.	Grade.	Miles travelled.		Days on tour.	Number of schools inspected.	Remarks.
		Rail.	Road.			
J. Elliott, Esq. ...	Inspector of Schools, Southern Circle.	...	...	...	5	Mr. Hari Shridhar acted as Inspector of Schools, Southern Circle, from 28th October to 3rd November 1889.
H. G. Padhye, Esq., B. A. ...	Officiating Inspector of Schools, Southern Circle.	87	74	34	57	
G. Thompson, Esq., B.A. ...	Inspector of Schools, Southern Circle.	1,266	1,167	137	207	
G. Thompson, Esq., B. A. ...	Inspector of Schools, Northern Circle.	827	104	36	20	
A. P. Mitchell, Esq. ...	Officiating Inspector of Schools, Northern Circle.	3,484	168	84	83	
J. Elliott, Esq. ...	Inspector of Schools, Northern Circle.	967	831	112	142	
H. G. Padhye, Esq., B. A. ..	Officiating Inspector of Schools, Eastern Circle.	...	123	14+107*	18	*In Southern Circle.
Kailas Chandra Dutta, Esq. M. A.	Officiating Inspector of Schools, Eastern Circle.	330	250	35	36	
A. P. Mitchell, Esq. ...	Inspector of Schools, Eastern Circle.	432	731	113	136	

Changes in the staff of Inspectors.

24. Whilst Mr. Thompson acted for me, his post as Inspector of Schools, Northern Circle, was filled by Mr. Mitchell. Mr. Elliott, Inspector of Schools, Southern Circle, obtained 6 months' leave from the 13th May, and Mr. Hari Gopal Padhye was placed in charge of the Southern and Eastern Circles until the 29th August, when Mr. Kailas Chandra Dutta, Professor, Government College, Jubbulpore, was appointed to the Eastern Circle, Mr. Hari Gopal Padhye remaining in charge of the Southern Circle. The latter officer obtained sick leave from the end of October, and Mr. Hari Shridhar, Deputy Inspector of Schools, acted for him. On my return from leave, Mr. Thompson was transferred to the Southern Circle, Mr. Elliott to the Northern Circle, and Mr. Mitchell to the Eastern Circle. Mr. Mitchell has now been confirmed in the non-graded appointment, above referred to, remaining in charge of of the Eastern Circle.

Mr. Thompson.

25. Mr. Thompson spent 173 days on tour. He travelled 3,364 miles and inspected 227 schools. He succeeded in visiting all the 8 districts of his circle. His work has been sound and thorough. In his dealings with local bodies, he has invariably shown great tact and discretion. He thoroughly understands his position with reference to those bodies, viz., as their adviser in educational matters. His advice has always been sound, and has generally been followed.

Mr. Elliott.

26. Mr. Elliott returned from leave on the 22nd November. He spent 112 days on tour, travelled 1,798 miles and inspected 147 schools. He visited all his districts, except Damoh and Saugor, which he was unable to visit, owing to the lateness of his

return to duty. His work has been satisfactory. He has been active in encouraging the study of agriculture and the opening of school gardens, and he has endeavoured to promote female education in his circle.

Mr Mitchell

27. Mr. Mitchell spent 197 days on tour and inspected 219 schools. He travelled 4,815 miles. He has done excellent work in the Eastern Circle by visiting some of the Native States, which had not hitherto been visited by an Inspector of Schools, and has succeeded in reforming their educational systems. I attribute the favourable results in the Chhattisgarh Division, in a great measure, to his activity and energy.

Work of Deputy Inspectors

28. The statement of work by Deputy Inspectors is appended (Appendix C.)

The Deputy Inspectors of the Northern Circle made 1,401 inspections of schools, as against 1,751 in the previous year. They spent 1,778 days on tour as compared with 1,804. The decline in the number of inspections is considerable, and may, possibly, account for the falling off in the strength of schools in the Northern Circle. The officers whose work is favourably reported on are Mr. Nago Yado Rao of Narsinghpur, Mr. Kripa Shankar of Hoshangabad and Mr. Behar Lall of Damoh.

As regards the Southern Circle, the Deputy Inspectors made 1,897 inspections and spent 2,091 days on tour, as compared with 1,971 inspections and 2,075 days in the previous year. The figures show little variation. The Deputy Inspectors in the Chhindwara and Balaghat Districts were rather too long at head-quarters. The work of the Deputy Inspector, Bhandara, is not favourably reported on. He is said to have neglected his result aided schools. One of the most important duties of a Deputy Inspector is the encouragement of aided education, and in future a Deputy Inspector's work will, in a measure, be gauged by the progress of the aided schools in his district. The work of the Deputy Inspectors of Schools, Nagpur, Wardha, Chanda, Seoni and Betul are most favourably reported on by the Inspector of Schools.

The work of the Deputy Inspectors in the Eastern Circle is contrasted below :—

		1888-89	1889-90
Number of inspections	...	1,186	1,111
Nunuber of days on tour	..	1,410	1,234

Mr. Jaydeo Rao, Deputy Inspector, Raipur, is a good officer, but he stayed too long at head-quarters. Mr. Gadadhar Pershad Singh, Deputy Inspector of Schools, Bilaspur, is reported to have done excellent work. Mr. Trilochan Misra, the new Deputy Inspector of Schools, Sambalpur, shows promise, but needs further experience. The Deputy Inspector of Schools of the Patna and Kalahandi Native States, Mr. Ramchandra Behra, spent 159 days at head-quarters. He should be directed to be more active in future. Speaking generally, I think that the Deputy Inspectors are, as a rule, able and hard-working officers. I have submitted proposals, which have been recently sanctioned, for the institution of tests in languages and in the nature of their duties for the Deputy Inspectorate.

29. *The extra Departmental Controlling agencies are the following:—*

Extra Departmental Controlling Agencies.

District Councils and Local Boards.
School Committees.
Tahsildars.

I have reviewed, briefly, the work of each of these agencies in paragraphs 30—48 below.

District Councils and Local Boards.

30. *Jubbulpore.*—The District report is silent regarding visits to schools of District Council and Local Board members, but the District Council is said to have done its work in harmony with the Department. Local Boards are allowed to exercise control over their own schools. This is a step in the right direction. Last year I remarked on the tendency of District Councils to take the management of educational matters too exclusively into their own hands, ignoring Local Boards and School Committees. The policy of centralizing control neutralizes the principle of self-government, and tends to check individual interest in education. The strength of schools declined, owing partly to sickness and partly to the closure of several aided schools, in which I regret to say little interest seems to be taken. The average attendance fell from 70 per cent to 66 per cent.

31. *Damoh.*—The Damoh District Council and Local Boards have done good work during the year. There was no delay in the despatch of business, and the Presidents and members of both District Council and Local Boards paid fairly frequent visits to schools, though the schools at Damoh, Hatta and at one or two other places are reported by the Commissioner to have been neglected by the District officials. It is satisfactory to note that, in spite of the prevalence of cholera and fever, the strength of schools shows a slight increase, though the attendance is lower. Gatherings of school masters were held at Damoh and Hatta. The repair of school buildings was well looked after.

32. *Saugor.*—Owing to the friction between the Saugor District Council and the Deputy Inspector, it was found necessary to transfer that officer. Since then the Council has worked in greater harmony with the Department. Some of the members of the DistrictCouncil and Local Boards are reported to have visited schools with fair regularity. The strength of schools has decreased by 226, and attendance from 72 per cent to 69 per cent. The decline is attributed by the Deputy Commissioner "to the prevalence of cholera followed by an unusual amount of fever and to the failure of the winter rains." I regret to say that no school conference was held. The district maintains its character for the liberality of officials and private individuals in subscribing for school wants, and in offering rewards and prizes at inspections.

33. *Narsinghpur.*—The Narsinghpur District Council and Local Boards are reported to have worked in harmony, and to be fairly interested in education. The members of these bodies have not, however, visited schools with sufficient regularity. Only 10 schools were visited by District Council members and 20 by Local Board members. District Council schools exhibit a slight increase. School buildings are kept in good order. The Circle Inspector reports: "The schools of this district are particularly attractive in their externals, neatly kept school gardens being a prominent feature."

Fee receipts have increased by Rs. 293. A school conference was held at Barman, and was largely attended. A novel feature was the drilling of the teachers themselves by the Deputy Inspector, a change which will be observed in future conferences.

34. *Hoshangabad.*—The Deputy Commissioner reports that the aid rendered by the District Council and Local Boards to schools has not been great. They have failed in disposing of important matters connected with their schools. The supply of gymnastic apparatus and furniture, for which money was paid to them two years ago, still remains under consideration. Members of the Council have paid very few visits to schools. The Local Boards have also been very lax in their inspections, and their interest in education is reported to be trifling. The great defect in the schools under the District Council is the miserably inadequate pay of the teachers. The Inspector of Schools reports that 37 head teachers get less than Rs. 10 per mensem, and the highest paid teacher, with one exception, gets Rs. 12. "The lot of an elementary "school master is not an enviable one. He has many masters to please, many "difficulties to meet, opposition to overcome, many subjects to learn and teach, "and all for a pittance of half the salary of a good cook. It is, therefore, no "matter for surprise, if he seizes the first opportunity of leaving the Depart-"ment, or seeking dismissal by absenting himself without leave." I intend to address the Council on this point. The Council has also shown a short-sighted policy in not alloting sufficient funds for the repair of school buildings. The strength of schools has decreased by 160, and the attendance by 129.

35. *Nimar.*—The District Council members, especially the Secretary, Mr. Haridass Chatterji, appear to have taken some interest in education, but the Local Board members, except when stimulated into activity by the Deputy Commissioner, are reported to have done nothing. The Deputy Commissioner and the Circle Inspector remark upon the inefficiency of the teaching staff. Under the orders of the Deputy Commissioner, teachers were directed to appear for examination in the subjects they profess to teach, with most lamentable results; one teacher obtaining only 5 marks out of 50, in his own vernacular. This is mainly due to the lack of normal students in the district. It seems that there is a great difficulty in inducing students from Nimar to join the Normal school. The Inspector attributes this to the fact that the monitors, who generally supply that institution with students, are overpaid. Their salaries generally exceed the Normal school stipends, so that they naturally object to undergo training. Steps have been taken to remedy this evil. The strength of schools exhibits an increase of 117, and the attendance has risen from 62 per cent to 75 per cent. Fee collections have increased from Rs. 328 to Rs. 636. The Council schools are reported not to have been supplied with class books, maps and furniture, owing to want of funds. In future, these wants might be met from the fee fund in each school. School conferences were held at Khandwa and Burhanpur.

36. *Wardha.*—The management of their schools by the District Council and Local Boards is reported to have much improved. The unnecessary expenditure noted in last year's Report has been curtailed, more aid given to private effort, and the Council has assumed a more cordial attitude towards educational officers. The result has been improvement in numbers and attendance, the latter being 68 per cent. Fee receipts have increased from Rs. 652

to Rs. 1,037. Two schools for low castes have been opened, and one private girls' school, while girls in boys' schools have more than doubled. The visits paid to schools by members of the Council and Local Boards were frequent. Subscriptions for educational purposes, to which members of the Council and Local Boards largely contributed, amounted to Rs. 1,594.

37. *Chanda*.—The relations of the District Council and Local Boards with the Department were harmonious. There was no delay in the transaction of business, and the recommendation of officers of the Department received attention. The strength of schools has increased, and the attendance, in spite of the prevalence of cholera, was 67 per cent. Fee receipts have increased, and the education of low castes has engaged attention. Members of the Council and Local Boards were active in visiting schools. The interest of the people in education was manifested by the subscriptions, amounting to Rs. 689, to which members of the above bodies largely contributed.

38. *Bhandara*.—The educational work of the Council, under the Chairmanship of Rai Bahadur Devi Prashad, is reported to have been done with care and promptitude, and the members of the Local Boards have shown much interest in their schools The general results are, however, unfavourably reported on by the Circle Inspector, but this is probably due to the inefficiency of the Deputy Inspector, who failed to bring defects to the notice of the Council. The supervision and control of aided results schools is reported to have been feeble, unduly large grants having been, in some cases, awarded. This is the case in most districts, and I attribute it mainly to the fact that the support of these schools devolves upon Provincial funds. I anticipate, however, that the transfer of aided schools to local bodies will effect a change. When these schools are made a part of the local educational system, the interest of local bodies in aided education will be increased, and they will, doubtless, endeavour to get the proper value for their money, by seeing to the efficiency of their schools, and checking unnecessary expenditure.

39. *Balaghat*.—The work of the District Council and Local Boards in this district is reported to have been fair. 220 visits were paid to schools by members of the Local Boards, being a marked increase on those of the previous year. A sum of Rs. 480 was subscribed for school purposes, a large part of which was contributed by members of the Council and Local Boards. There has been a slight increase in schools and in fee receipts.

40 *Chhindwara*.—The District Council and Local Boards of the Chhindwara District are reported to have shown little initiative or appreciation of the educational wants of the district. No effort was made to extend education. The members of these bodies paid 109 visits to schools, but many important schools were not visited. There is a slight increase in the number of scholars, but the attendance is less than it was last year.

41. *Betul*.—The work of the District Council, Betul, is reported to have been done with care and despatch. The district received considerable attention from the Department during the year, owing to the collapse of a large number of results aided schools in the previous year. Efforts were made to revive them, but without success. Betul is one of the most backward districts in the Central Provinces, and it will be some time before the co-operation of the people

in education, which is the first condition of sound progress, can be secured It is, however, satisfactory that there has been a slight increase in numbers. Results aided schools are, as in the Bhandara District, neglected by the members of the District Council and Local Boards. They make no effort, as they should, to secure the sympathy and support of malguzars and influential landowners on behalf of these schools. If this were done, we should hear less of insanitary school-houses, irregular attendance and the like. Something has been done for the education of aboriginal tribes by the opening of schools at Chandu and Malajpur. It is proposed to reopen one of the closed schools at Kesia. The District Council seems to have done its work without friction and delay.

42. *Nagpur.*—Members of the Local Boards are reported to have given increased attention to schools, the number of visits having increased from 224 to 323. The increased attention is, however, confined to the Ramtek and Katol Tahsils. In the Nagpur Tahsil visits have fallen from 78 to 18.

43. *Seoni.*—A Council has been formed for the Seoni District, under the Presidentship of Mr. Mahomed Hussein, Extra-Assistant Commissioner, who has always taken much interest in education. During the year, there was only a Local Board for the Seoni Tahsil. The Board is reported to have done good work, especially in securing attendance, and in looking after school buildings and furniture. The President, Mr. Bhatak Bharti, and the members of the Board paid frequent visits to schools. The statistics show an increase in both schools and scholars, in spite of the cholera epidemic and partial failure of crops. Some schools are reported to have been opened by malguzars. Private enterprize such as this should be encouraged by the Council and Local Boards.

44. *Raipur.* – In strength, fees and passes the schools under the District Council how improvement, but there is a decline in attendance, which is attributable to the cholera epidemic. The general condition of the schools is creditable to the District Council, but the Inspector of Schools reports that the Council do not spend their budget allotment. Nothing was budgetted for but what was absolutely necessary, yet the following sums were allowed to lapse : --

		Budget allotment	Lapsed
		Rs.	Rs.
Furniture	...	700	700
Contingencies	...	245	131

I am unable to account for the parsimonious action of the Council, but I hope that it will not be repeated in future years. The members of the different Local Boards are reported to have been active in visiting schools, except in the Dhamtari Local Board. The lack of interest of that Board is attributed by the Inspector to the neglect of his duties by the Tahsildar. When the Tahsildar, who is President of the Board, takes no interest in his schools, his bad example is generally followed by his colleagues.

45. *Bilaspur.*—In this district, schools under the District Council show improvement in numbers and fee collections, though the attendance has slightly

declined. Local Board members, especially in the Mungeli Tahsil, are reported to have done good work The schools are in good order, but many of the buildings are ill-ventilated and over-crowded, and some of the schools are not provided with play-grounds. I trust that the District Council will attend to these wants in future years.

46. *Sambalpur.*—The Council schools are all well managed, but there has been a decline in strength and attendance, owing to the severity of the cholera epidemic. The members of the Bargarh Tahsil are reported to have paid frequent visits to their schools, but in the Sambalpur Local Board there was less interest shown in education.

School Committees

47. School Committees are perhaps the most important and useful factors in our educational system, seeing that by their means the sympathy and co-operation of the people are secured. Efforts have been made during the year to make them as representative as possible. Thus, in schools attended by boys of the aboriginal tribes, we have endeavoured to appoint leading members of those tribes on Committees. Similarly, in schools which draw their pupils from several villages, arrangements have been made to secure a member from each village, who is held responsible for the attendance of the boys of his village, the payment of fees and the like. In aided results schools, the Committee system has not yet taken root, a fact which partly accounts for their bad management and inefficiency. As soon, however, as results schools are transferred to District Councils, I intend to take steps to secure the appointment of Committees in each of these schools. The Inspector of Schools, Northern Circle, reports that the Committees are, year by year, taking a keener interest in education. During his recent tour of inspection, Committee members were invariably present at his inspections, and appeared interested in the success of their schools. In many places they subscribed for prizes, and were generally liberal in meeting minor wants.

The Deputy Commissioner, Hoshangabad, writes :—

> "These bodies on the whole continue to do good work. They have held regular meetings, have generally kept houses and furniture in repair, and have raised subscriptions when wanted."

The only district in the Northern Circle in which the work of Committees is unfavourably reported on, is Mandla, the Deputy Commissioner of which says that "the Committees take no interest in their duties, and it never "seems to strike them that supervision over the masters, on their part, is "desirable." The Inspector of Schools, Southern Circle, reports, on the whole, favourably on the work of School Committees in his circle. Even in the backward district of Betul, Committees are reported to be fairly interested in their work. The Committees of the Chhindwara District are, however, said to be ineffective and irregular in their visits. I saw a fair number of schools in the Eastern Circle and found the Committees attentive to their duties and liberal, especially at Bargarh and Barpali. Their work is favourably reported on by the Inspector of Schools.

48. The Tahsildars, being Presidents of Local Boards, exercise a considerable influence in educational matters, and it is a noticeable fact that the work of School Committees and Local Boards varies, to some extent, with the interest in schools taken by the Tahsildar. With some exception, the work of these officers has been, on the whole, good. In the Northern Circle, Pandit Jayaram Ganesh of Hoshangabad is reported to have visited all the schools in his Tahsil more than once. He is recommended by the Deputy Commissioner for special mention. Pandit Durga Shankar and Raghunath Rao, Tahsildar of Murwara and Sihora, respectively, in the Jubbulpore District, are reported to have taken much interest in education. Pandit Deo Shankar, Tahsildar of Rehli, in the Saugor District, paid 33 visits to 18 schools. Munshi Wasyath Ali of Seoni-Malwa and Mr. Mahomed Khan of Hardha are unfavourably reported on by the Deputy Commissioner, Hoshangabad District, who remarks that, "considering the small "number of schools in their Tahsils, that any school should have remained "unvisited by the Tahsildar is not creditable." Mahomed Taki, Tahsildar of the Saugor District, is reported to have visited one school only. Regarding the Tahsildar of Ramgarh, in the Mandla District, the Deputy Commissioner remarks :—

Tahsildars.

> "Mr. Balmukund has plainly not interested himself much in the matter of education, and, considering that he is an old Deputy Inspector, this is all the more discreditable to him."

The work of the Tahsildars in the other districts of the Northern Circle is favourably reported on. In the Southern Circle the following Tahsildars are recommended for special notice :—

> Mr. Damodar Ganesh, Tahsildar of Hinganghat.
> Mr. Muzhar-ul-Husain of the Lakhnadown Tahsil, Seoni District, paid numerous and useful visits to his schools.

Mr. Bhatuk Bharti, of the Seoni Tahsil, is highly spoken of by the Deputy Commissioner. The Tahsildars of Multai and Badnur, in the Betul District, paid numerous visits to the schools in their respective Tahsils.

The Tahsildar of Tirora, in the Bhandara District, is credited with 62 visits to his schools. Mr. Dhondiraj Janardhan, Tahsildar of Burha, heads the list of work done by Tahsildars with 104 visits paid to 35 schools. His work is reported to have been productive of good results.

The Tahsildars of the Nagpur District are reported not to have visited their schools as regularly as in previous years. The permanent Tahsildar of Chhindwara, and especially Ajodhia Pershad, of the Sausar Tahsil, failed to visit their schools with due frequency. The Tahsildar of Arvi is stated not to have taken much interest in his schools. The work of the other Tahsildars in the Southern Circle calls for no speecial remark.

In the Eastern Circle, the Tahsildars of the Raipur District are, with one exception, very favourably reported on. That exception was Mr. Narayan Ganesh, Tahsildar of Dhamtari, whose neglect of duty was brought to the notice of his superior by the Inspector of Schools. The Commissioner states that the Tahsildar's neglect has been severely noticed. In Bilaspur, the Tahsildars,

especially Mr. Dwarka Pershad of Mungeli, are said to have been attentive and well disposed towards education. In the Sambalpur District, the Tahsildar of the Sambalpur Tahsil is reported to have neglected his schools, but the Tahsildar of Bargarh is stated to have done good work.

SECTION III.—University Education.

College statistics.

49. The statistics of Colleges are shown below:—

Colleges.	Number.	Students.	Average attendance.	Expenditure.											Number passed B. A.	Number passed F. A.
				Provincial.	Municipal.	Fees.	All other sources.	Total.	Cost of educating each pupil.							
									Total cost.			Cost to Government.				
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	a.	p.	Rs.	a.	p		
Government ...	1	62	53	13,543	...	2,038	3,404	18,985	296	10	3	211	9	9	4	17
Aided ...	2	90	77	3,798	2,850	1,024	18,838	26,510	288	2	5	41	4	6	10	26

The strength of colleges was 152 as compared with 153 in the previous year. The fees collected in the Government institution amounted to Rs. 2,038, showing an increase of Rs. 646. The fees in both the Hislop and Morris Colleges were Rs. 1,024, or about half the sum levied in the Government institution. I intend to submit proposals to the effect that the levy of fees, at certain rates, should be a condition of aid in grant-in-aid institutions. The present rates are almost eleemosynary. If charity is needed, primary or female education are better objects for it than the manufacture of graduates, who should pay for their own education or, at least, contribute largely thereto. I have also suggested that the University examinations should be the test for admission into the higher appointments in the Revenue and Judicial service. The proposal is still before the Local Administration, and, if sanctioned, will, I am persuaded, stimulate higher education, and tend to replenish our College classes, which are, at present, poorly attended. It will also enable Managers of aided colleges to charge higher rates of fees, as the demand for University education increases. As long as Government, which is the principal employer of educated labour, keeps its service open to men of poor attainments, so long will University distinctions be at a discount.

Jubbulpore College

50. The classification is as follows:—

Examination.	First year.	Second year.
F. A. ..	25	25
B. A. ...	6	6

It appears from this, that the ambition of most students is bounded by the F. A. Examination. The number on the rolls remains much the same, but the average attendance, owing to the prevalence of epidemics, has decreased from 85 to 83 per cent. The increase of Rs. 646, noted above, in the amount of fees collected, is due, partly, to the enhancement of the fee rates, and, partly, to the new system of levying fees by instalments in advance. The increase in expenditure is owing to the ordinary increments in the salaries of the professors. It is difficult, however, to estimate the expenditure in a College with a High school attached, as the professors spend part of their time in the High school, and the amount debitable to the College Department varies with the time so spent. The whole of the Principal's salary is debited to the College, though he is in charge of both College and High school. It is satisfactory to note that, while the cost of educating each pupil has increased, the cost to Government has, in consequence of the larger fee receipts, declined. 4 students passed the B. A. and 17 the F. A. examination, as compared with 5 and 15 respectively in the previous year. The boarding house has been improved and extended, extra accommodation being provided for about 50 students. The monitorial system has been introduced. Each of the boarding houses is to be placed in charge of one of the senior students, who is to be held responsible for the maintenance of order and discipline. If he discharges his duties satisfactorily, his fees will be remitted to him at the end of the year, as a reward for good work. Physical training has been neglected, owing to the impossibility of obtaining the services of a trained instructor. I succeeded, however, at the end of the year, in securing a pensioned sepoy, who is to teach drill and gymnastics to the students of both the College and Normal school.

Hislop College.

51. The number enrolled at the end of the year was 46, as compared with 41 in the previous year. The fee collections amounted to Rs. 560. Of the 46 students, no less than 17 are free.

The financial statistics of the institution are as follows :—

		Rs.
Grant from Provincial funds	...	3,765
Endowments, &c.	...	4,649
Fees	...	360

The cost of educating each pupil was Rs. 353, and the cost to Government Rs. 82-9-4. The results of the University examinations were very satisfactory. 8 students appeared for the B. A. examination, of whom 7 passed—2 with Honours. For the F. A. examination, 12 were sent up, and 11 were successful. The institution is well managed. A new building is in course of erection, and will, when completed, be an admirable school-house, as well as an ornament to the town. Arrangements are also being made for a good play-ground and gymnasium.

Morris College.

52. The strength of the College was 44, as compared with 51 in the previous year, the average attendance being 37.

The financial statistics are given below :—

		Rs.	a.	p.
Grants from Provincial funds	...	*Nil.*		
Do. Municipal funds	...	2,850	0	0
Proceeds of endowments, &c.	...	5,585	0	0
Fees ...	...	464	8	0

The fee incidence was a little over Rs. 10 per annum, which is the same as it was last year. If fees were levied at the rates charged in the Government College, the receipts would amount to over Rs. 1,200. An increase of income would enable the Managers to improve the building, which is inadequate, and to supply a gymnasium. The results of the University examinations were an improvement on those of last year. Four candidates passed the B. A. examination out of 9 presented, 2 obtaining Honours. In the F. A. examination, 15 passed out of 20 sent up. I am still of opinion that the College Council would use their funds to a more profitable purpose, were they to devote them to technical education.

SECTION IV.—School Education—General.

A.—Secondary Schools.

Statistics of Secondary Schools

53. The following table compares the statistics of Secondary schools for the past two years :—

Secondary schools.	1888-89.		Passed Entrance or Middle school examination.	1889-90.		Passed Entrance or Middle school examination.
	Schools.	Pupils.		Schools	Pupils.	
HIGH SCHOOLS.						
Government ...	4	253	46	4	255	61
Aided ...	5	296	32	6	309	54
Unaided ...	1	45	...	1	36	2
Total English ...	10	594	78	11	600	117
MIDDLE SCHOOLS.						
Government ... English ...	36	2,559	288	35	2,585	311
Government ... Vernacular ...	...	...	...	29	3,137	...
Local Fund and Municipal. English ..	2	76	6	4	156	14
Local Fund and Municipal. Vernacular ...	...	...	...	104	11,675	...
Native States ... English ...	1	6	...	2	29	...
Native States ... Vernacular ...	...	...	...	4	366	...
Aided ... English ...	18	1,079	136	19	1,094	177
Aided ... Vernacular ...	...	...	...	27	1,553	...
Unaided ... English ...	5	140	21	5	222	46
Unaided ... Vernacular ...	...	...	...	1	91	...
Total ... English ...	62	3,860	451	65	4,086	548
Total ... Vernacular ...	..	...	..	165	17,122	...
Grand Total ... English ...	72	4,454	529	76	4,686	665
Grand Total ... Vernacular ...	...	...	...	165	17,122	...
Total ...	72	4,454	529	241	21.808	665

The number of High schools has increased from 10 to 11, owing to the opening of a matriculation class in the Bishop's School, Nagpur.

The daily attendance has been affected by the epidemics that prevailed during the year. There is an increase of 168 schools and 17,348 pupils in Middle schools, which is due, as stated in paragraph 2 above, to a change of classification,—165 Vernacular schools with 17,122 pupils, formerly classified as primary schools, being now classified as Middle schools. The increase of 3 schools and 226 pupils in Anglo-Vernacular Middle schools, which are not affected by the change of classification, affords a comparison with the figures of the past year.

The Matriculation and Middle school results were as follows :—

	1888-89.		1889-90.	
	Presented.	Passed.	Presented.	Passed.
Matriculation ...	262	78	273	120
Middle School ...	752	474	794	565

High School attached to Jubbulpore College.

54. The statistics are as follows :—

Year	Number on roll on 31st March	Average number on roll	Average attendance.	Percentage of attendance.	Expenditure			Cost of educating each pupil.	
					From Provincial Revenue	From fees	Total.	Total cost	Cost to Government.
					Rs	Rs.	Rs.	Rs. a. p.	Rs. a. p.
1888-89 ...	183	192	172	89	3,920	3,343	7,263	37 13 3	20 6 8
1889-90 ...	176	198	159	80	3,617	4,632	8,249	41 10 6	18 4 3

The average strength was 198, as compared with 192. The fee receipts have increased from Rs. 3,343 to Rs. 4,632, or by Rs. 1,289. This is due to the same cause as the rise of fee receipts in the Jubbulpore College Department (paragraph 14 above). The cost to Government of educating each pupil has, consequently, declined from Rs. 20-6-8 to Rs. 18-4-3. The annual fee is Rs. 20, and it is in contemplation to raise it to Rs. 24. 83 candidates appeared for the Matriculation examination, and 43 passed, as compared with 89 candidates and 38 passes in the previous year. The general results are very creditable to the Principal.

Saugor High School.

55. The statistics are compared below :—

Department.	Number on the rolls.		Average attendance.		Fees.		Passed by prescribed examination.	
	1888-89.	1889-90.	1888-89.	1889-90.	1888-89.	1889-90.	1888-89.	1889-90.
					Rs.	Rs.		
High school ...	28	29	41	39	570	556	4	11
Middle school ...	281	256	209	169	1,020	819	40	32
Upper Primary ...	140	92	84	90	383	403	63	110
Lower Primary ...	544	553	522	409	545	512	140	78
Total ...	1,003	930	856	707	2,518	2,290	247	230

The number enrolled has declined from 1,003 to 930, the decrease being greatest in the upper primary department. The decrease is attributable to the cholera epidemic. The fee receipts were Rs. 2,290, as compared with Rs. 2,518 in the previous year. Eleven passed the Matriculation examination, and 32 the Middle school, as against 4 and 40 in the past year. Passes by the upper primary standand rose from 63 to 110, but passes by the lower primary are a little over half of what they were last year, viz: 78 against 140. The decline is attributed by the Head Master to the fact that a few Mahomedan boys joined the Anjuman Islamia school, and some boys left the school during the epidemics. Physical training received much attention. Drill and gymnastics are taught to all the boys, and cricket and lawn tennis are played by the teachers and boys of the High School Department. The school garden has been much improved. The general condition of the school is more satisfactory than it was last year.

Raipur High School.

56. The figures are as follows :—

Department.	Number enrolled		Average attendance.		Fees.		Passed by prescribed examination.	
	1888-89.	1889-90.	1888-89.	1889-90.	1888-89.	1889-90.	1888-89.	1889-90.
					Rs.	Rs.		
High school ...	26	26	27	25	393	390	2	5
Middle school ...	170	180	147	155	710	833	20	14
Upper Primary { English ...	91	111	97	111	500	559	72	52
Upper Primary { Vernacular	...	85	...	71	...	90	...	*5
Lower Primary ...	536	433	431	293	410	291	119	*92
Total ...	823	835	702	655	2,013	2,163	213	168

*Municipal schools.

The strength has increased from 823 to 835, but the average attendance has decreased from 702 to 655. The fee receipts have risen from Rs. 2,013 to Rs. 2,163. The middle and primary departments are full to overflowing, and further progress cannot be expected until additions are made to the building and staff. The building is quite inadequate, and I trust that subscriptions will be raised in the current year for the purpose of extending it.

In the Matriculation examination 5 candidates passed, as against 2 last year. The results are poor, for so important a school. In the Middle school examination, there is a decline of 6 in the number of passes; and passes by the upper and lower primary examinations were not so good as in the previous year. In point of tone and discipline, the school is one of the best in the Central Provinces. The boys wear a neat uniform. Drill is taught by a sepoy, and is exceptionally good. Gymnastics are also regularly practised, and games, such as hockey and rounders, have recently been introduced. The Drawing Master is a student of the Madras School of Art, and is well qualified to teach the subject; but the results were poor.

Sambalpur High School.

57. The following table gives the statistics of the institution:—

Department.	Number enrolled.		Average attendance.		Fees.		Passed by prescribed examination.	
	1888-89	1889-90	1888-89	1889-90	1888-89	1889-90	1888-89	1889-90.
					Rs.	Rs.		
High school ...	16	24	14	19	229	297	2	2
Middle school ...	103	101	92	79	469	416	15	13
Upper Primary ...	50	50	34	35	189	174	61	36
Lower Primary ...	247	195	195	127	103	99	64	*146
Total ...	416	370	335	260	990	986	142	197

* Municipal schools.

The strength has declined from 416 to 370, and the average attendance from 335 to 260. The fee receipts, however, show little variation. The results of the Matriculation examination are as poor as they were last year, two candidates only passing. This is much to be regretted, as there is a great demand for educated men in the district. In the Middle school examination, 13 candidates were successful, as against 15 in the previous year. I visited the school in January last, and found the tone, discipline and general management good. Drill and gymnastics are regularly taught, and the boys wear uniform. The drawing classes are well managed, and are being utilised as the means of training teachers for the schools in other parts of the district. Physical science apparatus has been supplied, mainly by private subscriptions.

Christ Church Mission High School, Jubbulpore.

58. The statistics of the institution are as follows :—

Department.	Number enrolled.		Average attendance.		Fees.		Passes.	
	1888-89.	1889-90	1888-89.	1889-90.	1888-89.	1889-90.	1888-89.	1889-90.
					Rs.	Rs.		
High school ...	38	38	30	33	151	218	7	11
Middle school ...	121	105	90	79	207	168	9	12
Upper Primary ...	92	72	70	6	55	44	38	44
Lower Primary ...	643	651	493	485	496	489	81	90
Total ...	894	866	683	603	909	919	135	157

The number on the rolls has declined from 894 to 866. It is noticeable that the fee receipts are only Rs. 919, whereas in the Sambalpur High School, the strength of which is 370, the receipts from fees amounted to Rs. 986, though Sambalpur is a backward district, and the people are doubtless poorer than in Jubbulpore. The enhancement of the fee rates would enable the Manager to raise the pay of his teachers and to introduce certain reforms, which he states are impracticable, owing to lack of funds. The passes in the Matriculation and Middle school examinations were 11 and 12, as against 7 and 9, respectively, in the previous year. Gymnastic instruction and drill have also received more attention.

High School attached to the Hislop College, Nagpur.

59. The statistics of this school are given below :—

Department.	Number enrolled.		Average attendance.		Fees.		Passes.	
	1888-89.	1889-90.	1888-89.	1889-90.	1888-89.	1889-90.	1888-89.	1889-90.
					Rs.	Rs.		
High school ...	76	107	72	97	346	537	8	10
Middle school ...	67	98	67	62	223	239	18	34
Upper Primary ...	170	34	125	30	252	66	29	25
Lower Primary ..	45	216	28	143	38	213	37	29
Total ..	358	455	292	332	859	1,055	92	98

The total strength of the school has risen from 358 to 455, the increase being greatest in the lower primary department. Fee receipts have increased from Rs. 859 to Rs. 1,055. In the Matriculation and Middle school examinations, 10 and 34 candidates were successful, as compared with 8 and 18 in the previous year. In the lower primary examination, there seems to have been a falling off, only 29 candidates passing out of 216. Drill and gymnastics have been neglected, owing to lack of space, but the managers are making arrangements for a play-ground, in connection with the new building. The Inspector of Schools reports that the discipline was lax and that there was a "free and easy manner about the students not in harmony with his ideas of order." This laxity of discipline culminated in open insubordination, one of the classes leaving the school and refusing to pay their fees. The rebellion was, however, quelled by the prompt action of the school Senatus, with the help of the Department.

City Aided High School, Nagpur.

60. The figures are as follows :-

Department.	Number enrolled.		Average attendance.		Fees.		Passes.	
	1888-89	1889-90	1888-89	1889-90	1888-89	1889-90	1888-89	1889-90
					Rs.	Rs.		
High school ..	148	126	128	130	880	892	14	30
Middle school ..	211	220	181	151	594	604	42	50
Upper Primary ..	117	105	84	79	291	296	32	45
Lower Primary .	269	293	249	231	380	384	52	50
Total ..	745	744	642	591	2,145	2,176	140	175

The strength shows little variation on that of the previous year, except in the High school department, in which there is a decrease of 22 pupils. Fee receipts exhibit a slight increase. In the results of the Matriculation and Middle school examinations there is a marked improvement. Drawing has been introduced, and drill and gymnastics receive some attention. The class rooms are, for the most part, dark, overcrowded and ill-ventilated, but proposals are being made for improving them. The institution is one of the best aided schools in the Central Provinces.

Mission High School, Seoni (Chhappara).

61. The statistics are :—

Department.	Number enrolled.		Average attendance.		Fees.		Passes.	
	1888-89	1889-90	1888-89	1889-90	1888-89.	1889-90.	1888-89	1889-90
					Rs.	Rs.		
High school ..	23	18	19	14	89	59	...	...
Middle school ...	36	28	32	29	45	47	4	1
Upper Primary ...	22	12	23	15	19	16	16	...
Lower Primary ..	172	156	88	93	52	40	39	...
Total ...	253	214	162	151	199	162	59	1

There is a decline of 39 in the total strength of the school, and the fee receipts have fallen from Rs. 199 to Rs. 162. No candidates passed the Matriculation examination, and one only the Middle school examination, as compared with 4 in the previous year. The Inspector of Schools reports that "the "organization, discipline and progress of the school are unsatisfactory. The "staff is large and well paid, but most of the masters are incompetent and "inefficient. Nothing is done for the physical training of the pupils." Unless matters improve during the year, it will be necessary to withdraw the Government grant.

Middle Schools.

62. Of the Middle schools which, under the new classification, number 230, 64 are Government, 108 under local bodies, 46 in Native States, 6 aided and 6 unaided, 65 are Anglo-Vernacular, and 165 Vernacular schools. Of the Anglo-Vernacular schools, 28 are of the 1st grade, *viz.*, schools that teach up to the Middle school standard, and 37 of the 2nd grade. Regarding the 2nd grade schools, Mr. Thompson remarks that they are, as a rule, a failure, because the instruction, stopping short of the Middle school examination, leads to nothing. District Councils who have, or will have, the management of these schools should remedy this by gradually raising the standard, as funds permit.

The results of the Middle school examination of the most important schools are given below :—

No.	Name of school.	Number sent up.	Number passed.	No.	Name of school.	Number sent up.	Number passed.
	Under Public Management.						
1	Middle School, Bilaspur ...	9	7	16	Middle school, Harda ...	23	15
2	Do. do. Wardha ...	13	12	17	Do. do. Seoni Malwa...	12	8
3	Do. do. Bhandara ...	31	24	18	Do. do. Hoshangabad...	25	18
4	Do. do. Chanda ...	29	25	19	Do. do. Gadarwara ...	14	11
5	Do. do. Hinganghat ...	11	4	20	Do. do. Narsinghpur ...	21	20
6	Do. do. Chhindwara ...	8	6	21	Do. do. Murwara ...	7	7
7	Do. do. Arvi ...	6	5	22	2nd grade Middle school, Burha	3	3
8	Do. do. Kamptee ...	12	12	23	Do. do. Warora.	3	3
9	Do. do. Ramtek ...	12	12	24	Do. do. Hatta ...	5	5
10	Do. do. Umrer ...	8	6	25	Do. do. Ashti ...	...	...
11	Do. do. Badnur ...	25	9	26	Do. do. Katol	7	3
12	Do. do. Seoni (Chhappara)	13	10				
13	Do. do. Damoh ...	10	10		Total ...	332	258
14	Do. do. Burhanpur ...	10	8				
15	Do. do. Khandwa ...	15	15				

No.	Name of schools.	Number sent up.	Number passed.	No.	Name of school.	Number sent up.	Number passed.
	Under Private Management.						
1	New English school, Nagpur...	22	13	7	Native Institution, Nagpur ...	11	11
2	Seoni Mission school ...	8	1	8	Anglo-Bengali school, Jubbulpore ...	1	1
3	Sitabaldi Aided school ...	6	5		R. B S. G. B. Mahajani school, Jubbulpore ...	13	10
4	Jagannath Middle school, Mandla ...	9	6				
5	Anjuman Islamia school, Jubbulpore ..	14	7		Total ...	111	75
6	Hitcarni school, Jubbulpore ...	27	21		GRAND TOTAL ...	443	333

443 candidates appeared and 333 passed, as against 384 and 279, respectively, in the previous year. All the Government schools have done well, except the Badnur school, which passed 9 candidates out of 25 presented. The schools at Kamptee, Khandwa, Damoh, Ramtek, Murwara, Hatta, Burha and Warora passed cent per cent of candidates. The Narsinghpur, Chanda and Wardha schools also did remarkably well. Of aided schools, the Hitcarni school, Jubbulpore, and the Native institution, Nagpur, did best. Every effort has been made to promote the study of physical science in Middle schools. The itinerant instructors have delivered lectures at certain centres, at which the masters of the neighbouring schools were assembled. By this means some little knowledge of the subject will be diffused throughout the Province; but that will be supplemented by a course of instruction in the Normal schools, as men are sent there for training. The necessary apparatus has been supplied to all the important Middle schools under public management, mostly by private subscriptions. In aided schools, little has yet been done in the matter. Drawing masters have been appointed to all the Middle schools, and the subject is taught with a fair amount of success. Much attention has been paid to physical training. All the important Middle schools are supplied with gymnastic apparatus, and the playing of games has been encouraged. In some schools the boys have subscribed half a month's fee for a gymnastic fund, and, in future, there will be no calls on Departmental funds for renewal or repair of apparatus. As regards buildings, the growing demand for English education has led to overcrowding in some schools, notably in the case of the Kamptee and Bilaspur schools. In point of light and ventilation there is, as a rule, little to complain of. Cleanliness of person and discipline are insisted on.

The Inspector of Schools, Southern Circle, reports that "the good effects of "drill and gymnastics are distinctly visible on the bearing of the boys and "discipline of the schools."

B.—Primary Education.

Primary education.

63. The comparative statistics of Primary schools are given in the following table :—

Primary Schools.	1888-89.										1889-90.									
	Number of schools.	Number of scholars.	Average attendance.	Provincial.	Cess.	Fees.	Subscriptions and other sources	Total.	Total cost	Cost to Government.	Number of schools.	Number of scholars.	Average attendance.	Provincial.	Cess.	Fees.	Subscriptions and other sources.	Total.	Total cost.	Cost to Government.
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.
Under public management.																				
Government ...	193	13,940	10,950	32,380	1,201	18,764	27,253	74,598	5 3 7	2 4 3	141	8,656	6,565	24,026	453	10,004	16,357	50,840	5 13 1	2 13 0
Local Fund and Municipal ...	727	60,297	35,125	30,401	1,21,229	11,213	7,436	1,71,378	3 6 6	0 9 6	646	41,414	26,792	23,023	85,123	11,087	6,757	1,25,990	3 2 4	0 9 2
Native States ...	98	6,001	3,987	...	...	206	13,438	18,644	2 6 1	..	99	6,021	3,467	...	...	236	13,053	13,288	2 4 6	..
Under private management.																				
Aided ...	624	23,240	15,564	30,434	...	8,443	26,616	65,493	2 10 9	1 3 10	461	20,342	13,306	20,452	124	9,742	22,197	62,545	3 1 4	1 8 0
Unaided ...	62	2,630	1,932	...	...	500	2,167	2,667	0 14 6	..	82	3,490	2,389	...	...	143	5,916	6,059	1 13 3	...
TOTAL ...	1,604	96,158	67,558	93,215	1,23,524	34,126	76,910	3,27,775	3 5 7	0 15 3	1,429	79,923	52,439	77,531	85,700	31,212	64,279	2,58,722	3 4 11	0 15 10

The number of schools and scholars in the year under review was 1,429 and 79,923, as compared with 1,604 schools and 96,158 scholars in the previous year. The decline is due, as explained above, to a change of classification. 175 Vernacular Middle schools with 17,122 pupils, classified last year under primary schools, have been relegated to Middle schools. This change renders it impossible to institute any comparison, in detail, with the figures of the past year. 141 schools are Government schools, 646 are under the management of local bodies, 99 are in Native States, 461 are aided, and 82 unaided. Regarding Government and Board schools, it may be stated that, as a rule, they are well managed and inspected with due frequency. School Committees take an interest in them, hold regular meetings and invariably bring defects to the notice of the Department. In the supply of school wants, such as petty repairs, gymnastic apparatus, &c., they are invaluable. As regards aided schools, I made a point of investigating their condition during my last tour, and I found them much neglected. They are rarely visited by officials. The buildings are mere hovels, and in many cases the Committee system, the salvation of our schools, had not been introduced. They are examined whenever it suits the convenience of the Deputy Inspector to visit them, and in one or two districts I found that, after examination, Deputy Inspectors had kept Managers waiting months for their grants. A good deal of this will be remedied in the new result Code, which comes into force from the 1st January 1891. I also expect, as observed above, that the transfer of results schools to District Councils, by localizing aided education, will excite in local bodies a sense of responsbility with regard to these schools. There is no reason why an aided school, if placed under the management of a good Committee and encouraged by the Department, should not be as efficient as a Government or Board institution. The examinations in agriculture and physical science for candidates who have passed the Upper primary examination, prescribed in the Chief Comissioner's Minute on technical education, were held in March last.

The results were as follows :—

AGRICULTURE.

Number presented	...	1,177
Number passed	...	868

PHYSICAL SCIENCE.

Number presented	...	1,169
Number passed	...	410

As regards agriculture, the instruction is mainly theoretical. The opening of school gardens, referred to above, will tend to make it more practical. Mr. Thompson says that he is "not sanguine of the results of teaching agriculture by men who have no practical acquaintance with the subject." The best remedy will be to send a few teachers, annually, for a course of training in the Agricultural Class, Nagpur.

Drawing is taught in most primary schools, but the instruction has been more rapid than effective.

In schools which are supplied with Normal students or with men who have some aptitude for drawing, progress has been satisfactory. But, in many cases, the subject has been attempted by men who would not draw a straight line, and the result has been failure. The fact that drawing is prescribed for the Middle scholarship examination has perhaps led teachers to attempt what they could not accomplish. Steps have, however, been taken to arrest these premature efforts. Selections of teachers, who showed some taste for drawing, have been made, and they have been sent to the Normal schools or to the High schools, for a short course of training. In this way, the supply of Normal students will be gradually supplemented. The subject is very popular. Mr. Elliott writes: "Drawing has "a great fascination for the native student, and I find a greater percentage of lads "who show a natural aptitude for the subject than is generally met with in "English schools." A series of drawing cards adapted for use in our schools, is being prepared in my office. In object lessons, as much has been done as can be expected. In this, as in other subjects, the main difficulty is to obtain trained teachers. Masters have been encouraged to make collection of common objects for purposes of illustration. A good text book is a great desideratum. I am meeting this want by having an English work on the subject adapted to Indian requirements. The Kindergarten system is now thoroughly well taught in our Normal schools, and has been introduced into a large number of primary schools wherever masters were found with sufficient intelligence to teach it. The necessary apparatus has been supplied from the carpentry classes. Much activity has been shown in supplying primary schools with gymnastic apparatus. Drill and gymnastics are well taught in Government and Board schools, but are neglected in aided schools. The tone and discipline of primary schools are favourably reported on. In a considerable number of them, a regular uniform is worn, a system which makes for discipline, neatness and cleanliness. Buildings, in Government and Board schools, are, with some exceptions, adequate in size and well lighted and ventilated, but attempts at adornment are rare. Mr. Elliott remarks: "If the daily haunts of our children, the schools, were made tasteful "places, as they might be, at no great outlay, their homes would speedily assume "a more cheerful aspect, and improvement in taste, neatness and comfort would "take place."

The results of the Upper and Lower primary Examinations are compared below :—

	Number of passes.	
	1888 89.	1889 90.
Upper Primary	7,007	7,026
Lower Primary	9,790	10,014

It is noticeable that, in spite of the unhealthiness of the year and the consequent irregularity of attendance, the results show improvement. I do not however attach much importance to these examinations. They are held by Inspectors of Schools and Deputy Inspectors at odd times and seasons, and the

standard, of course, varies according to the views of the examining officer. Mr. Thompson, for example, complains that several of his Deputy Inspectors had lowered the standard. The Upper primary examination is the most important, seeing that it comes at the end of the primary course of instruction, beyond which the majority of students do not advance. It is ineffective, because it leads to nothing, except for the small minority of boys who seek promotion to a Middle school. I am engaged in working out a scheme, which may remedy this state of things. It is, briefly, to make the Upper primary examination a general examination for the whole of the Provinces, and to constitute it a test for the following :—

(1). Admission into Government service for minor appointments.

(2). For Patwaris.

(3). For promotion into a Middle school.

(4). For admission into a Normal school.

(5). For Middle scholarships.

I have no doubt that, if the scheme can be carried out, as has been done in Madras, it will have a powerful effect in improving elementary education, by making the primary course an end in itself, and thereby stimulating a healthy rivalry amongst village schoolmasters.

Middle Scholarship Examination.

64. The results of the Middle Scholarship examination are as follows :—

Circle	Number of candidates	Number of candidates who took up drawing	Number of candidates who took up physical science.	Number who took up agriculture.	Number passed in language and grammar.	Number passed in arithmetic.	Number passed in History and Geography.	Number passed in Sanitation.	Total Number passed.	Number of Scholarships.
Eastern ...	107	87	44		36	105	25	19	36	14
Northern ...	243	76	214	151	75	191	91	110	69	26
Southern ...	385	380	131	117	196	256	124	133	166	35
Total ..	735	543	389	268	307	552	240	262	271	75

The table is instructive, as showing the popularity of the new technical subjects. 543 took up drawing, 268 agriculture and 389 physical science.

Native States

65. The following table compares the state of education in the Native States :—

Native States	Area	Population.	Number of schools.		Number of scholars	
			1888-89.	1889-90.	1888-89.	1889-90.
Raigarh ...	1,486	128,943	10	10	571	586
Borasambar	..	...	5	8	260	416
Phuljhar ...	...		7	6	315	363
Sarangarh ..	540	71,274	15	15	1,114	1,150
Patna ..	2,399	257,959	22	42	1,514	2,477
Kalahandi ...	3,745	224,548	13		765	
Kawardha ...	887	86,362	12	12	696	690
Sakti ...	115	22,819				
Khairagarh ...	940	166,138	12	16	737	898
Nandgaon ...	905	164,339				
Chhuikhadan ...	174	32,979				
Total ..	11,191	1,155,361	96	109	5,972	6,580

It will be seen from the above that there has been a total increase of 13 schools and 608 pupils. The average attendance has declined, as it has in other schools, owing to the epidemics that prevailed during the year. The Inspector of Schools visited the Kalahandi, Patna and Sonpur States, and introduced a reform which will, I think, lead to better results. The main difficulty in the Native States has been that of obtaining qualified teachers. To remedy this, Mr. Mitchell has arranged for the opening of a good Vernacular Middle school at the capital city of each State, to which monitors and others from the village schools can be sent for training. In this way, a supply of competent teachers will be secured, without importation from Government districts. As regards Bastar, the area of which is 13,062 square miles and the population 196,248, the Inspector of Schools reports that some little progress has been made. Schools have been opened at the capital and tahsili towns, but no returns have been submitted. The Inspector states that he intends to visit Bastar shortly, with the view of arranging for the systematic introduction of primary education. The question has, also, been taken up by the Commissioner of the Division and the Political Agent.

SECTION V.—School Education—Special.

Training Schools for Teachers

66. The following table gives certain comparative statistics regarding these schools :—

Names.		Number of students at the close of the year.		Students certificated or promoted.		Average daily attendance.		Total cost.		Cost of each pupil.					
		1888-89.	1889-90.	1888-89.	1889-90.	1888-89	1889-90.	1889-89	1889-90.	1888-89.			1889-90.		
								Rs.	Rs.	Rs.	a.	p.	Rs.	a.	p.
For men.	Secondary schools for teachers.	...	16	..	13	...	13	...	1,519	...			106	8	0
	Nagpur ...	32	27	25	30	30	27	5,921	6,959	185	0	6	248	8	6
	Jubbulpore ...	100	86	74	62	91	80	12,546	10,832	129	5	5	119	0	6
	Raipur ...	48	48	44	11	43	37	4,909	4,778	102	4	4	106	2	10
	Sambalpur ...	10	10	10	10	10	10	1,120	800	101	13	1	80	0	0
	Total ...	190	187	153	126	174	167	24,496	24,888	121	0	11	132	6	1
For women.	Jubbulpore ...	22	20	2	2	17	17	5,246	5,542	262	4	10	203	14	6
	Grand Total ...	212	207	155	128	191	184	29,742	30,430	142	15	10	145	9	6

The strength of the Normal schools has declined from 212 to 207.

128 students obtained certificates, as compared with 155 in the previous year. The decline is due to the fact that, in order to secure uniformity of standard, a general examination of all the Normal schools was, for the first time, held during the year. The examination was of a stricter character than the separate examinations hitherto conducted by the Inspectors of Schools, and many students failed to come up to the standard. The class for the training of secondary school teachers was opened in June last, under Mr. Ramaswami Iyengar, a trained Master from the Teachers' College, Madras. The course includes instruction in—

(1) the principles of education ;
(2) the history of education ;
(3) method, organization and discipline.

14 students attended the class, and were examined in the principles and practice of education in January. One student only failed. Mr. Ramaswami resigned his appointment in August, and the work of instructing the class devolved upon the Superintendent, Mr. Mahadeo Yeshwant Dole, in addition to his other duties. The subject was new to that officer, but he rapidly mastered it, and taught it most successfully during the year. I cannot speak in too high terms of the work done by Mr. Mahadeo Yeshwant Dole.

As observed above, a European Superintendent for the Nagpur Normal school is to be sent out from England, shortly, by the Secretary of State for India. A fresh batch of students joined the secondary class in January. Instruction in Manual training on a modification of the Slöjd system, as explained in paragraph 77 below, is given in the Nagpur and Jubbulpore Normal schools. Carpentry and modelling in clay and card board are taught to all the students, not, as in previous

years, when carpentry was taught to a few selected students only. Much attention has been paid to drawing. The results of the Bombay School of Art examination are compared below :—

	1888-89.		1889-90.	
	Number passed 1st grade.	Number passed 2nd grade.	Number passed 1st grade.	Number passed 2nd grade.
Nagpur ...	13	2	15	1
Jubbulpore	15	..	20	..
Raipur ...	1		...	...

Drill and gymnastics have been successfully taught in all the Normal schools.

Nagpur Normal School

67. The results of the examination for certificates were good. The measure of success attained by the secondary school class has been mentioned above. For primary school certificates, 30 candidates passed out of 31 presented. This is highly creditable to the Superintendent. In the Bombay School of Art examination, 15 students passed in the 1st grade, and one in the second grade. The success of the school entitles the drawing master, under the rules, to a bonus of Rs. 100. The drawing class for the training of outsiders was attended by 55 students during the year. 25 masters from rural primary schools were sent in for a course of 3 months' instruction in drawing and manual training, and were examined in these subjects at the end of the course, with satisfactory results. I visited the school some half a dozen times, and was much struck with the progress made in manual training. The specimens of carpentry, modelling in clay and card board were specially good. Drill and gymnastics are thoroughly well taught by a competent instructor. The boarding house is dark, dirty and ill-ventilated. I have endeavoured to secure another building, but without success.

Jubbulpore Normal School

68. There were 86 students on the rolls of this institution as compared with 100 last year. The decline is due mainly to the fact that a sufficient number of candidates did not appear from the backward districts, and that many of those who presented themselves from other districts were below the standard. Some students were attacked with sickness and left the school. The attendance was 88 per cent, which is creditable, considering the unhealthiness of the year. 62 candidates obtained certificates, or 78 per cent of the candidates presented, as against 74 and 84 per cent, respectively, in the previous year. Increased attention has been paid, during the year, to object lessons, Kindergarten, drawing, carpentry, modelling in clay and card board. I succeeded in obtaining the services of a sepoy, as instructor in gymnastics, which had hitherto been taught by one of the masters. Uniform is worn by the students. Generally, the condition of the school is creditable to the Officiating Superintendent, Mr. Nand Lal.

Raipur Normal School.

69. The strength of the class remained the same, but the attendance declined from 43 to 37. 11 candidates only obtained certificates as compared with 44 in the previous year. The decline is partly due to the new system of examination, as explained above, and partly to the unsatisfactory arrangement of the time-table, which was rectified too late in the year. Allowance must also be made for the cholera epidemic, which, as observed by the Inspector of Schools, "created a perfect panic" in Raipur. The results in drawing were most unsatisfactory, not a single student passing. The Inspector of Schools attributes this to the badness of the material, but I think that the drawing master, who in point of qualifications is perhaps the best man in the Central Provinces, must have neglected his work. The Inspector promises to give the matter his special attention. Manual training has not yet been introduced, as the school has not been provided with the necessary tools. I hope, however, to be able to supply this want shortly, and the system will be tried this year. The Head Master has thoroughly mastered the Kindergarten system, and has taught it with great success. Object lessons have also received much attention. Drill and gymnastics are taught by a trained sepoy. The boarding house was in good order.

Sambalpur.

70. There is no special training school for Uriyas. Ten stipendiary scholarships attached to the Bargarh and Remenda schools are annually given for students who wish to qualify as teachers. For each student who qualifies, a bonus of Rs. 30 is awarded to the master from whose school he is presented. Ten bonuses of Rs. 25 each are annually awarded for the training of non-stipendiary students at the Bargarh, Remenda and Barpali schools. Ten students were examined for certificates by the Inspector of Schools, and all passed.

Female Normal School, Jubbulpore.

71. The number of students in this institution was 20, as compared with 22 last year. The average attendance was the same, viz. 17, which is satisfactory. The students come from 5 of the districts in the Northern Circle, viz., Jubbulpore, Saugor, Damoh, Narsinghpur and Hoshangabad. Nimar and Mandla are not represented. As regards caste, 9 are Brahmins, 2 Rajputs and the rest Sudras. Twelve are wives of students in the Male Normal School, 4 wives of men in private capacity, and 4 are widows. The cost of educating each pupil was Rs. 263-14-6 as compared with Rs. 262-4-10 in the previous year. The two students who appeared for the annual certificate examination, passed. Drawing was introduced into the school during the year, and is successfully taught. Regular instruction is given in the Kindergarten system, in action songs, and in needle work. It is proposed to extend the usefulness of the school by admitting a few Marathi students from the Southern Circle. The general progress made reflects credit on the Lady Superintendent, Miss Ross.

Agricultural Class, Nagpur.

72. There were 25 students on the rolls at the end of the official year, classified as follows :—

Senior class ...	...	...	17
Junior class...	...	...	8

There is a considerable falling off in the number of the Junior class, viz. the students who joined the class at the beginning of the year under report.

Some candidates were rejected on the ground of not having passed the required examination, others were disqualified as being physically unfit. Judging however from the numerous applications that have been received, I think it probable that the class will be recruited up to its full strength next year. Taking the two classes together, 3 have passed the Matriculation, and the rest the Middle school examination. As regards caste, 21 are Brahmins, and the rest Sudras. One only of the students is a scholarship holder. The course of instruction extends over 2 years.

The final (Senior) and annual (Junior) examinations were held in March last. The examinations were conducted by Mr. Fuller himself assisted by Mr. Scott, Assistant Settlement Officer, Nagpur, and Professors Bremner and Robertson of the Hislop College. The results were satisfactory. Of the 17 Senior students, 14 passed and were awarded certificates. One only of the Junior students failed. All the successful Senior students have been provided with employment as Revenue Inspectors. Weekly examinations, to test the progress of the students, were held.

The expenditure was as follows:—

	Rs.	a.	p.
Salary of Principal	600	0	0
Salary of Instructor in Agriculture and Survey...	750	4	2
Apparatus and chemicals (1888-89) ...	424	0	0
Do. (1890-91) ..	491	6	4
Furniture	60	3	9
Books and maps	148	13	4
Building repairs	75	6	3
Contingencies	34	15	6
Total ...	2,589	1	4

The sum of Rs. 491-6-4, which is debitable to the charges of next year, being deducted, the average cost of educating each pupil would appear to be Rs. 75-13-0.

The subjects of instruction were as follows:—

Theory and principles of Agriculture.
Elementary Chemistry.
Botany.
Geology.
Elementary Anatomy, Physiology and the elements of Veterinary Surgery.
Land Surveying.
Drawing.

One of the most interesting features of the year's work has been the opening of a Veterinary dispensary. The Principal reports that he expects that "cases "will come for treatment in considerable numbers, as numerous cattle owners live "in the vicinity, and the opportunityfor practical instruction which the dispensary "will afford, will prove of great benefit to the students of the class. Students, in "future years, should be of some service to Government in the treatment of cattle "disease." Instruction in Veterinary is given by Mr. Krishnaji Purshotom Dewasthale, who has obtained a diploma from the Bombay Veterinary College. In addition to theoretical instruction in Agriculture, each student has his own

plot of ground, which he ploughs and sows himself. The area put down under wheat was 3½ acres. The same amount was sown with gram. The value of the produce gathered was only Rs. 75. The Principal attributes the smallness of the amount, partly to the unfavourable season, and partly to the fact that the plots of the students, not being enclosed, are subject to depredations from cattle in the night time. The physical training of the students has not been neglected, gymnastic apparatus having been provided. The progress during the year reflects credit on the Principal and his Assistants. I think that the class promises to be a success, but its usefulness would be enhanced, if it could be utilized as a training institution for school masters. As I have observed above, the teaching of agriculture in our schools is mainly theoretical, and therefore superficial. If a few men could be sent, annually, for training from the principal schools in each district, I have no doubt that, gradually, a sound knowledge of agriculture would be disseminated throughout our schools. On completing their course of instruction, the masters would be able to illustrate what they had learnt, by means of the school gardens, which I propose to open.

The Engineering Class.

73. The class was opened in July 1888, with a strength of 11 students. 7 students, forming a junior class, were admitted in August 1889. One of the senior class left the school, and one failed in the Annual examination. The classification at the end of the year under report was :—

Senior class	..	...	9
Junior class	...	...	10

Ten students have passed the Matriculation examination, and the rest the Middle school examination. 18 are Hindus and one is a Mahomedan.

The cost of the class was stated last year to be, roughly, Rs. 3,932. The figures this year amount to Rs. 4,258. The increase is partly accounted for by the fact that it was found necessary to appoint another instructor to assist the Superintendent. The class has been under the instruction of Rao Saheb D. S. Sathe, an officer of the Public Works Department. The course is for two years, and embraces the following curriculum :—

A.—Mathematics.

1. Arithmetic, the whole.
2. Algebra.
3. Trigonometry, up to measurement of angles.
4. Mensuration, Lines, Surfaces and Solids.

B.—Engineering.

1. Levelling (including contouring), Surveying, Traversing, Plane-tabling.
2. Drawing, portions of the Normal School course, with drawing of plans and elevations of simple buildings, bridges and culverts.
3. Road making.
4. Brick and tile making.
5. Varieties of stone and wood as used for construction.
6. Elements of simple construction.
7. Carpentry.

The progress made has been satisfactory. Monthly test examinations were held. The Superintendent reports that, taking ⅓ of the maximum as the standard for a pass, about 70 per cent. of the senior class and 85 per cent. of the junior class were successful. In June 1889, the students of the senior class were examined in Mathematics and Engineering, and 9 were successful out of 10 presented. The junior class was examined in April of the current year. Seven students obtained the minimum number of marks qualifying for a pass, viz: one-third. The final examination of the senior class for certificates will be held in July next. The instruction has been as practical as possible. From November to February, both the classes were taken out for instruction in surveying and levelling. Each batch of students was required to do a mile of surveying and levelling by themselves. The students were also taken to see the different works in progress in the city, with a view of giving them an insight into building materials, masonry, &c. They also visited the Museum and were shown samples of stone, metals and wood. I inspected the class several times during the year, and its condition struck me as being creditable to Mr. Sathe. Its future success will mainly depend upon the possibility of providing the successful candidates, in the approaching examination for certificates, with posts in the Department of Public Works. If these students find themselves, at the end of their two years' course, without employment, it is probable that the number of applications for admission to the class will fall off.

Law Classes.

74. My proposal to the effect that the present Pleaders' test should be abolished, and that the conditions of admission to the Local Bar should be a pass in, at least, the F. A. examination, a course of 3 years' attendance in one of the Law classes, and a pass in the final examination to be held at the end of the course, has been sanctioned. A copy of the scheme is appended (Appendix D).

Law Class, Morris College.

75. The number of students on the rolls at the end of the year was 51, as against 36 last year.

The receipts and charges are shown below :—

Receipts.		Expenditure.	
	Rs.		Rs.
Fees	1,524	Salaries of Professors	2,160
Government grant	1,200		
Proceeds of endowments ...	960		

Half the fee receipts are credited to Government. The salary of the Senior Professor, viz., Rs. 1,200, is paid from Provincial revenues, that of the Junior Professor, Rs. 960, being met from the College funds. The course of instruction extends over 3 years. The subjects are given in Appendix D. Lectures were delivered thrice a week, once by Mr. Fraser, the Senior Professor, and twice by Mr. Apurv Krishna Chaudhery, the Junior Professor. Five candidates appeared for the B. L. examination of the Calcutta University, but only one was successful.

Law Class, Jubbulpore College.

76. The class was opened in June last. The number on the rolls at the end of the year was 31, and the percentage of attendance 73. The fee collections were Rs. 480, and the cost to Government of educating each pupil Rs. 10-10-8.

The Principal reports that the course prescribed in Hindu and Mahomedan Law, in Jurisprudence, and in the History and constitution of the Courts in India, was finished.

77. The following table gives certain particulars regarding the carpentry classes :—

Carpentry Classes.

Towns	Number enrolled		Average daily attendance		Receipts.		Expenditure.	
	1888-89	1889-90.	1888-89.	1889-90.	1888-89	1889-90.	1888-89.	1889-90
					Rs a. p.	Rs a p.	Rs a. p.	Rs. a. p.
Jubbulpore ...	8	8	9	7	385 10 0	603 8 3	1,323 7 0	517 1 7
Sihora	20	20	20	10	416 5 0	508 14 0	491 3 0	518 4 0
Baba	18	29	12	15	108 3 0	140 14 5	205 2 0	140 14 5
Seoni (Malwa) ...	20	24	17	20	119 6 0	163 8 0	219 1 0	163 8 0
Singhpur	70	50	53	30	24 0 0	120 0 0	173 5 0	120 0 0
Barha		40		27	4 11 0	120 0 0	136 4 0	120 0 0
Katangi	17	27	9	18	218 11 0	107 10 0	281 3 0	181 8 3
Patharia .. .	13	25	9	15	68 8 0	37 10 0	226 6 0	163 9 0
Nagpur	9	7	9	6	1,583 6 0	1,821 8 7	1,591 4 0	2,365 10 7
Ramtek ..	13	18	8	8	109 0 0	193 2 0	222 5 0	227 11 6
Umrer	15	31	8	10	163 8 0	179 11 9	284 11 0	263 0 0
Burha	24	19	15	14	154 7 0		305 12 0	162 0 0
Seoni (Chhapara) ..	20	22	14	16	58 0 0	366 6 0	419 5 0	381 0 9
Chhindwara .	19	21	12	18	284 0 0	33 11 9	343 14 0	169 7 8
Total ...	266	341	195	214	3,697 11 0	4,456 8 9	6,173 2 0	5,493 11 4

The increase in strength is encouraging. As observed above, the classes were placed on a new footing during the year. The classes are attached to schools of general education, and the attempt had been made to teach carpentry, as a trade. The result was obvious failure, seeing that it is impossible to force trades on boys who come to school with no intention of becoming handicraftsmen. The classes were growing in unpopularity. To counteract this, it was proposed to introduce what is known as the "Slöjd system," the principle of which is the teaching of trades, not qua trade, but as a means of training the senses to accuracy, dexterity, and a sense of proportion. The object is so to train boys that, when they leave school, they may be fit learners of a trade, and that the manual dexterity acquired at school, may be useful to them, whether they, subsequently, take to trades or not. Little more could be done during the year than to explain this principle to the teachers. The complete introduction of the system had, of course, to depend upon the training of teachers in our Normal schools. When I was on leave, I visited a number of schools under the London School Board, in which the system had recently been introduced. The manual instruction given in those schools was, I found, in reality, a modification of the Slöjd system adapted to English requirements by Mr. Ricks, Inspector of Schools, of the London School Board. I was so much struck with its excellence that I purchased his works on the subject, and sent them out to our Normal schools. This is the system which is now being taught in those institutions. Mr. Ricks describes the system as "hand and eye training." The principal occupations are wood-work, modelling in clay, and in card board. The occupations are based on drawing. Every student is required to draw to scale plans of the models to be made, and then to make the models from the drawings. The exercises are progressive. The first exercises in wood-work are done with a knife, and when the student has learnt to cut accurately with that instrument, he is taught the use of tools. It is not intended that each student should take all the occupations. Two of them are considered sufficient, so that

if, for example, a student prefers modelling in clay to wood-work, he is allowed to choose. The system takes up the training of the faculties from the point at which the Kindergarten leaves it. The latter is taught in the first two classes, and manual training will henceforward be taught, where practicable, in the classes above the second. The system is, I think, not antagonistic to native ideas, and I hope, as the supply of trained students increases, to see it taught generally in our schools. The arts and industries of these Provinces are held not to be sufficiently developed to justify the establishment of purely technical schools, but we can pave the way for technical education, by so training our boys that they may be fit to enter these schools, when they are established, as they doubtless will be.

SECTION VI.—FEMALE EDUCATION.

78. The following is an abstract of the Comparative Statement of the education of girls given in Appendix E :—

Comparative Statement of Girls' Schools.

Class of schools.	Schools.		Scholars.	
	1888-89.	1889-90.	1888-89.	1889-90.
Secondary schools ...	4	6	86	280
Primary schools ..	114	125	5,055	5,279
Total	118	131	5,141	5,559

From this it will appear that schools have increased by 13 and scholars by 418, or by 8 per cent. All classes of schools exhibit an increase, except aided primary schools, in which there is little variation. The cost to Government of educating each pupil is Rs. 3-10-1, as compared with Rs. 3-14-1 in the previous year.

The above figures do not include girls studying in boys' schools, the number of which is considerable. The practice of admitting girls into boys' schools was, for the first time, approved by the Department, on the condition that no objection is raised by School Committees. It is proposed that when the number of girls in a boys' school reaches a sufficient strength to justify the establishment of separate girls' schools, these will be set on foot. I think that this arrangement will prove a stimulus to female education. I do not, however, anticipate any satisfactory progress, until trained mistresses can be supplied. Many of the schools are under masters, and, consequently, the most important branch of study in a girls' school, viz., needle work, is not taught. We have one female Normal school, which is not sufficient for the requirements of the Provinces. Mr. Thompson remarks that the girls' schools in the Marathi districts suffer from the want of competent mistresses. An effort was made to start a training class in connection with the girls' school, Nagpur, by appointing a competent mistress, and giving scholarships to suitable candidates. Candidates were selected, and arrangements made for a salary, but it was found impossible to secure a competent woman for the post of mistress. The scheme had, therefore, to be abandoned, for the present. A few Marathi students might be

The Principal reports that the course prescribed in Hindu and Mahomedan Law, in Jurisprudence, and in the History and constitution of the Courts in India, was finished.

77. The following table gives certain particulars regarding the carpentry classes :—

Carpentry Classes.

Towns	Number enrolled		Average daily attendance		Receipts.		Expenditure.	
	1888-89.	1889-90.	1888-89.	1889-90.	1888-89.	1889-90.	1888-89.	1889-90.
					Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Jubbulpore ...	8	8	9	7	385 10 0	603 8 3	1,323 7 0	517 1 7
Sihora	20	20	20	10	416 5 0	568 14 0	491 3 0	518 4 0
Babai	18	29	12	15	108 3 0	140 14 5	205 2 0	140 14 5
Seoni (Malwa) ...	20	24	17	20	119 6 0	163 8 0	219 1 0	163 8 0
Singhpur	70	50	53	30	24 0 0	120 0 0	173 5 0	120 0 0
Barha		40		27	4 11 0	120 0 0	136 4 0	120 0 0
Katangi	17	27	9	18	218 11 0	107 10 0	281 3 0	181 8 3
Patharia	13	25	9	15	68 8 0	37 10 0	226 6 0	163 9 0
Nagpur	9	7	9	6	1,583 6 0	1,821 8 7	1,591 4 0	2,365 10 7
Ramtek	13	18	8	8	109 0 0	193 2 0	222 5 0	227 11 6
Umrer	15	31	8	10	163 8 0	179 11 9	234 11 0	263 0 0
Burha	24	19	15	14	154 7 0		305 12 0	162 0 0
Seoni (Chhapara) ...	20	22	14	16	58 0 0	366 6 0	419 5 0	381 0 9
Chhindwara ...	19	21	12	18	284 0 0	33 11 9	343 14 0	169 7 3
Total ...	266	341	195	214	3,697 11 0	4,456 8 9	6,173 2 0	5,493 11 4

The increase in strength is encouraging. As observed above, the classes were placed on a new footing during the year. The classes are attached to schools of general education, and the attempt had been made to teach carpentry, as a trade. The result was obvious failure, seeing that it is impossible to force trades on boys who come to school with no intention of becoming handicraftsmen. The classes were growing in unpopularity. To counteract this, it was proposed to introduce what is known as the "Slöjd system," the principle of which is the teaching of trades, not qua trade, but as a means of training the senses to accuracy, dexterity, and a sense of proportion. The object is so to train boys that, when they leave school, they may be fit learners of a trade, and that the manual dexterity acquired at school, may be useful to them, whether they, subsequently, take to trades or not. Little more could be done during the year than to explain this principle to the teachers. The complete introduction of the system had, of course, to depend upon the training of teachers in our Normal schools. When I was on leave, I visited a number of schools under the London School Board, in which the system had recently been introduced. The manual instruction given in those schools was, I found, in reality, a modification of the Slöjd system adapted to English requirements by Mr. Ricks, Inspector of Schools, of the London School Board. I was so much struck with its excellence that I purchased his works on the subject, and sent them out to our Normal schools. This is the system which is now being taught in those institutions. Mr. Ricks describes the system as "hand and eye training." The principal occupations are wood-work, modelling in clay, and in card board. The occupations are based on drawing. Every student is required to draw to scale plans of the models to be made, and then to make the models from the drawings. The exercises are progressive. The first exercises in wood-work are done with a knife, and when the student has learnt to cut accurately with that instrument, he is taught the use of tools. It is not intended that each student should take all the occupations. Two of them are considered sufficient, so that

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SECTION VI.—Female Education.

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sent to the Jubbulpore Normal school, as a temporary measure. Action songs, needle work and Kindergarten occupations are taught in a few girls' schools.

Jubbulpore Zenana Mission.

79. The Church Mission Zenana Mission, Jubbulpore, is under the management of Miss Branch, who unfortunately fell sick from over-work and was, obliged to take leave. 130 houses were visited during the year, and the number of Zenana pupils under instruction was 168, as compared with 146 last year. A Government grant of Rs. 100 per mensem is given for Zenana work only. In addition to the Zenana classes, there are 8 girls' schools with 303 pupils in the town of Jubbulpore, under the management of the Mission. The schools are also aided by Government.

Nagpur Zenana Mission.

80. This is a branch of the Free Church of Scotland ladies' society for female education. The number of pupils under instruction in the classes for home education was 54, as against 30 last year. There is a boarding school and 3 girls' schools in the city of Nagpur, all of which are aided by Government. The total strength of the schools was 209. The Inspector reports favourably on them.

Other Zenana agencies.

81. There are also Zenana Agencies at Hoshangabad, Sohagpur, Harda, Bhandara, Bilaspur and Seoni (Chhappara). All of them are engaged in school work, as well as in home education.

SECTION VIIA.—EUROPEANS AND EURASIANS.

Schools for Europeans and Eurasians.

82. The following table gives the statistics of schools for Europeans and Eurasians :

No.	Name of school.	Number of boys.	Number of girls.	Total.	Average number on roll.	Average daily attendance.	Matriculated.	Middle school.	Upper primary.	Lower primary.	Monthly grant last year.	Monthly grant present year.
											Rs.	Rs.
1	St. Francis DeSales school, Nagpur	208	...	208	194	161	...	5	24	21	334	350
2	Bishop's school, Nagpur ...	72	71	143	122	95	...	4	4	15	175	190
3	St. Aloysius school, Jubbulpore	73	...	73	67	55	...	4	6	10	180	160
4	Convent school, Kamptee ...	12	98	110	111	86	...	1	6	10	187	190
5	Orphanage school, Kamptee ...	11	7	18	18	13	...	...	2	3	50	50
6	Convent school, Nagpur ...	...	84	84	75	54	...	...	4	4	105	105
7	Convent school, Jubbulpore ...	8	140	148	140	121	...	4	18	13	259	270
8	Christ Church girls' school, Jubbulpore ...	16	57	73	52	40	...	2	5	4	100	100
9	Christ Church boys' school, Jubbulpore ...	41	...	41	43	34	...	2	7	5	90	90
10	Railway school, Harda ...	17	33	40	35	30	...	...	4	5	30	30
11	Railway school, Khandwa ...	22	26	48	36	25	...	1	4	1	40	30
12	Convent school, Saugor (unaided) ...	...	11	11	21	17	...	...	...	...	...	...
	Total ...	480	517	997	914	736	...	23 +1 private.	84	91	...	...

The present grant is fixed for a term of 4 years.

There is an increase of one school and 128 pupils. The additional school is the Loretto Convent school, Saugor. The attendance remains at 81 per cent, which is very fair.

The results of the various examinations are creditable, and show that instruction has been effective. For the first time, a pupil educated at the Convent School, Kamptee, passed the final standard for High schools. The examinations for grant were conducted with the greatest care, as, under orders from the Government of India, it was resolved that the grants determined thereby should be fixed for a period of 4 years. During the year, increased attention has been paid to technical education. The Kindergarten system has been introduced into the Convent school, Nagpur, and will, it is hoped, be introduced shortly in other schools. Object lessons are taught in nearly all schools, and physical science in three of them, *viz.*, St. Francis De Sales, the Bishop's school and at St. Aloysius school. There are good Bands attached to the St. Aloysius school and the St. Francis DeSales school. Drawing has not received the attention so important a subject deserves. It is taught in 3 schools only. The Inspector of Schools should endeavour to have it introduced into all the schools. Action songs are taught in all infant schools, and musical drill in the Nagpur and Kamptee Convents. A text book has been selected in domestic science, and a course in that subject prescribed for the next scholarship examination. It will thus be seen that technical subjects, with the exception of drawing, have not been neglected. Physical training has received attention. A new building is under construction for the Convent school, Nagpur. When this is complete all the schools will possess excellent accommodation.

The following are extracts from the reports of the Inspector of European Schools :—

83. "The number of pupils has increased from 191 to 208, the attendance remains regular, and the results of the various examinations are satisfactory. The institution has improved, for, notwithstanding severe illness in May and July, a larger grant was earned than in the preceding year. To physical instruction considerable attention is given, but systematic drill for the smaller boys is required. This is difficult, for want of a proper play-ground. Efforts to procure an adjoining piece of land for a play-ground are being made. School drill is not so necessary for the 19 boys who belong to the Cadet Volunteer Corps. In every respect this institution maintains its good name for good management and efficiency."

Saint Francis DeSales School.

84. "The improvement noticed in last year's report continues. This school distinguished itself at the Scholarship test, two girls, sisters, securing the first places at the Middle and Primary examinations respectively. The number of pupils increased from 120 to 143, a high school class has been opened, increased attention has been given to the physical training of the children, and the soundness of the instruction is shown by the increased grant which the school earned. The state of the school is very creditable to the staff and Committee. The excellent instruction in vocal music also deserves mention."

Bishop'sSchool, Nagpur.

85. "This school has slightly improved. There are 73 pupils on the roll against 63 last year, and the results of the various public tests are fairly successful. The school is carefully managed by Father Bonaventure : all the arrangements of the school are very complete, great care is bestowed on the details of management and instruction,

Saint Aloysius School, Jubbulpore.

the registers and accounts are neatly kept, excellent discipline is maintained, and if the results are not in every case as good as could be desired, they are as good as it is perhaps possible to secure with the available teaching resources and the inferior quality of much of the material that has to be worked with. Music, vocal and instrumental, is good; and the boys engage in games and gymnastics with spirit."

86. "This school continues to maintain a high character for cleanliness, order, neatness and discipline, qualities which are of the utmost importance in an institution where the pupils are chiefly boarders. There is an increase in pupils from 103 to 110, and the attendance and progress are satisfactory. This school has the distinction of being the first in these Provinces to pass a pupil by the Final standard for High schools. The results of the other public tests were also satisfactory. Object lessons are taught and Kindergarten commenced; action songs and musical drill are approved. Singing is good and needle-work excellent."

Convent School, Kamptee.

87. "The arrangements of the Orphanage have been very much improved during the year, especially in the matter of cleanliness. Drill is taught to the boys; lately a class for teaching them carpentry has been opened, and more attention is being given to making the girls able to earn their own bread. This is a move in the right direction."

Orphanage, Kamptee.

88. "A new building is being erected for this school at a cost of Rs. 10,000. The ground floor contains commodious class rooms, and the upper story accommodation for the ladies of the convent. The school has improved very much during the year. The number of pupils has increased from 52 to 84, and the school is much better managed and taught. The results of the various examinations were not good, nor could they be expected to be good after the depressed state of the school in the previous year. A good start has been made in teaching the Kindergarten system, and the Infant school is very promising. I expect the school will still further improve when removed to the new building. The present Lady Superior is a good manager and a good teacher."

Convent School, Nagpur.

89. "The girls of this school are perhaps brighter and more spirited than those of any other school in the Province. The majority, 96, are boarders. There is an increase of 2 pupils, but owing to sickness in the early part of the year, the attendance and average number on the roll are less than in the previous year. The results of the Middle, and Upper and Lower Primary examinations are favourable. The school is not returned as a High school, though there is a class above the 7th reading the Final standard for High schools. Kindergarten has not yet been introduced, but I am in hopes that it will be during the current year. The outbreak of measles, above referred to, interfered to some extent with the progress of the school; but this notwithstanding, it continues very popular and attracts pupils from very distant places."

Convent School, Jubbulpore.

90. "Numbers have increased by 2. The attendance is good and the instruction careful. In regard to externals, including the gymnasium, the school is in a satisfactory state; but the managers do not readily adopt suggestions, and the staff with a female assistant is not, in my opinion, well arranged."

Christ Church School for boys, Jubbulpore.

91. "This school has improved. There is an increase of 8 pupils, and 2 girls passed the Middle school standard and 5 and 4 the Upper and Lower Primary respectively, against 0, 1, and 4 last year. This is a considerable advance. The annual examination

Christ Church School for girls, Jubbulpore.

showed that the children were carefully taught. There was an absence of the brightness and freedom which I noticed in the case of the Convent school. Object lessons are taught, and Kindergarten, it is hoped, will be attempted."

Joint Railway School, Khandwa.

92. "The Railway school, Khandwa, has improved. For the first time it passed a pupil by the Middle standard."

Saint Mathew's School, Harda.

93. "Saint Mathew's, Harda, is a useful school, fairly well taught."

SECTION VII B.—MAHOMEDANS AND ABORIGINAL RACES.

Schools for Mahomedans and aboriginal races

94. The number of Mahomedan children of school-going age under instruction is 39·5 per cent under boys and 1·6 under girls, as compared with 38·99 per cent and 1·58 respectively in the previous year (see paragraph 9 above). Gonds and other aboriginal tribes are represented by 1·08 per cent, as against 1·59 last year. The decline is probably due to the unhealthiness of the year. The Inspector of Schools visited the Kalahandi State, the principal inhabitants of which are Khonds, and introduced certain reforms which may lead to improvement. Two special schools for Gonds have been opened in the Betul District, and one in the Sambalpur District.

Seventeen Gond boys passed the Upper Primary examination, in the Bhandara District alone. The Dher school at Hinganghat is making fair progress. There are four result-aided schools, for Dhers in the Chanda District. For Dhers and other low castes, the best course is to encourage the opening of separate schools under masters of these castes as in the Madras Presidency. There is one such school in the Chanda District. I think it probable that the rule in the new Results grant Code offering grants at 50 per cent higher rates for the aboriginal races and low castes, may stimulate the education of these classes.

SECTION VII. C.—NATIVE CHIEFS.

The Rajkumar School, Jubbulpore.

95. This school has remained during the year under the charge of Mr. Young, Principal of the Jubbulpore College. The names and ages of the pupils and the estates to which they belong are given below :—

No.	Names of boys.	Age.	Estates.
1	Ramchandra Deo	18	Patna.
2	Raghu Kishore Deo	19	Kalahandi.
3	Vishwanath Singh	20	Imlai.
4	Niranjan Prashad	18	Khitola.
5	Drigpal Shah	13	Pagara.
6	Devi Prashad	16	Sihora.
7	Raghuraj Singh	11	Pandaria.
8	Vishnu Datt	14	Sihora.
9	Bhawani Pratap Singh	16	Imjhira.
10	Niazuddin Khan	19	Khujji.

The school is entirely self-supporting. The expenditure during the year was Rs. 3,216, and the cost of educating each pupil Rs. 321-9-2. The average attendance was 75, as against 80 per cent last year. This is accounted for by the illness of one pupil, for about three months. Two boys were reading in the

Matriculation class attached to the Jubbulpore College, and made good marks in the different test examinations held during the year, but failed in the Matriculation examination. Three were reading in the preparatory Matriculation class, and two of them have gained marks entitling them to promotion next Session. Two appeared at the last Middle School examination, and one was successful. The Principal reports that, with one exception, the health of the students has been excellent, and that the discipline has been good. I visited the school once or twice during the year, and was favourably impressed with the healthy tone and manly bearing of the boys. Much attention is paid to physical training. All the boys ride well, and are practised in drill, gymnastics, and wrestling. They also play lawn tennis and rounders. Mr. Young's idea of education for his pupils would seem to be on the lines of that of the ancient Persians, viz: to teach them "to ride well, shoot straight, and speak the truth," a system which is, perhaps, not unsuitable for Native Chiefs. If he succeeds in this, as he doubtless will, the object of the school will be fulfilled, and the young Chiefs will be well fitted for the responsibilities attached to the management of their estates, when their training is over. It is to be regretted that the school is not more largely attended.

Rajkumar School, Khairagarh.

96. This is a private institution maintained by the Rajah of Khairagarh for the education of his sons and relatives. There were 18 students on the rolls, as compared with 14 last year. The school is supplied with a gymnasium and tennis court. The progress, as far as it went, seems to have been fairly satisfactory; but I am strongly of opinion that the Rajah's relatives would get a sounder training, if they were sent to the Rajkumar school, Jubbulpore.

Sambalpur.

97. There are three private Rajkumar schools, at Bamra, Sonepur and Barpali. No special reports on them have been submitted, but I think that the Chiefs concerned should be induced to adopt the suggestion made in paragraph 96 above.

SECTION VIII.—The Book Depôt and Press.

Book Depôt purchase, sale and stock.

98. The number of books bought and sold, their value, and the value of the books in stock, on the 31st March 1890, may be thus shown :—

Name of Depôt.	Number of books bought.	Value of books and paper bought.	Number of books sold.	Value of books sold.	Number of books in hand on 1st April 1890.	Value of books in hand on 1st April 1890.
		Rs. a. p.		Rs. a. p.		Rs. a. p.
Nagpur ...	186,752	*31,716 4 7½	211,257	c43,015 8 5	439,560	81,323 3 9
Jubbulpore ...	76,152	a17,258 5 6	62,108	b15,960 15 14	70,575	17,078 1 7
Raipur ...	20,975	a 3,652 0 0	29,501	b 5,785 0 0	18,090	3,653 0 0
Total ...	283,879	52,626 10 1½	302,866	64,761 7 9	528,225	1,02,054 5

(a). All these books were bought from the Nagpur Book Depôt. The total value of all books and paper bought from private firms and from the Educational Press, Nagpur, was Rs. * 31,716-4-7½.

(b). The value of these sales is included in sales marked (c).

The number of books sold was 302,866 and the value Rs. 64,761-7-9, as compared with 257,673 books and Rs. 40,445-4-1½ in the previous year.

District.	Charges.	Amount.	Total.	District.	Receipts.	Amount.	Total.
		Rs. a. p.	Rs. a. p.			Rs. a. p.	Rs. a. p.
Nagpur ...	Establishment—Book Depôt ...	785 15 9		Nagpur ...	Book Depot.—The actual sums sent to Treasury were—		
	Contingencies ...	1,635 11 9			Cash ...	6,390 10 2	
	Purchase of books (*a*) ...	32,087 15 8			Treasury chalans (*b*) ...	30,607 12 1	
	Books received from Press ...	974 12 0			Prizes ...	77 14 6	
			36,384 7 2		Libraries (*c*) ...	283 1 0	
	Establishment—Press ...	910 3 7					37,359 5 9
	Contingencies ...	225 13 3					
	Purchase of paper ...	250 0 0			Press—Cash sent to Treasury ...	54 2 0	
			1,386 0 10		Cost of books lithographed and made over to Book Depôt, Nagpur. ...	974 12 0	
Jubbulpore ...	Establishment—Book Depôt ..	252 0 0			Treasury chalans on account of 'Central Provinces N[illegible] ...	1,127 11 0	
	Contingencies ..	412 6 9					2,156 9 0
	Purchase of books from Nagpur, included in (*a*) ...	17,258 5 6		Jubbulpore ...	Paid into the Treasury and remitted to Nagpur by chalans included in (*b*). ...	11,340 8 5	
	Books received from other suppliers ...	..			Credit given by the Curator, Nagpur, included in (*c*) ...	...	
			664 6 9	Raipur ...	Paid into the Treasury and remitted to Nagpur by chalans included in (*b*) ...	4,942 8 1	
Raipur ..	Establishment—Book Depôt ...	..			Credit given by the Curator, Nagpur, included in (*c*) ...	...	
	Contingencies ...	96 0 0					
	Purchase of books from Nagpur, included in (*a*) ...	3,651 11 9					
	Books received from other suppliers. ...	...					
			96 0 0				
	Total ...		38,530 14 9				
	Nominal Profit ...		985 0 0				
					Total ...	...	39,515 14 9
	GRAND TOTAL ...	..	39,515 14 9				

(*a*) The items of Rs. 17,258-5-6 and Rs. 3,651-11-9 are included in Rs. 32,[illegible]37-15-8 and are not therefore re-added.
(*b*) The items of Rs. 11,340-8-5 and Rs. 4,942-8-1 are included in Rs. 30,607-12-1 and are not therefore re-added.

The receipts under books lithographed have fallen from Rs. 1,752-3-2 to Rs. 974-12-0. The decrease is due to the fact that, in consequence of the large increase in the number of circulars, forms, question papers and the like, it was found necessary to send books to other presses to be printed. The receipts on account of subscriptions to the "Central Provinces News" show a decrease of Rs. 230-9-0, which is accounted for by the fact that Rs. 216-12-0 are still due from the Superintendent of Stationery, Calcutta, on account of subscription for that paper. In some districts also the number of copies supplied has fallen off.

Books printed in non-departmental Presses.

100. The books sent to other Presses to be printed for our schools during the year 1889-90 are as follows :—

500	Translation of Anderson's perspective in Marathi	... "Albert Press, Nagpur."
10,000	3rd Hindi book	... "Chandra Prabha Press, Benares."
20,000	1st Hindi book	... Do. do. do.
5,000	Hindi Physical Science Primer	... Do. do. do.
10,000	Hindi Copy No. I.	... Do. do. do.
10,000	Hindi Copy No. III.	... Do. do. do.
5,125	2nd Modi book	... "Chitra Shala Press, Poona."
5,900	1st „ „	... Do. do. do.
5,000	Hindi Agricultural Primer	... "Medical Hall Press, Benares."
1,000	Hand book of Gymnastics, in Hindi.	Do. do. do.
2,000	Bhashanter path mala, Part III, Hindi	... Do. do. do.
500	Do. do. Part I, Urdu.	"Newal Kishore Press, Lucknow."
500	Do. do. Part II, Urdu.	Do. do. do.
2,000	Urdu 2nd book	... Do. do. do.
2,000	Central Provinces Geography by W. Young	... "Superintendent, Education Society's Press, Bombay."
10,000	Central Provinces Do. Hindi.	Do. do. do.
20,000	Hindi 2nd book	... Do. do. do.

BOOKS IN PRESS.

2,000	Burchett's practical Geometry in Hindi	... "Chandra Prabha, Press, Benares."
5,000	Marathi Agricultural Primer	... "Superintendent, Education Society's Press, Bombay."
5,000	„ Central Provinces Geography by W. Young	Do. do. do.
5,000	Marathi Copy No. I.	... "Curator's Press, Nagpur."
5,000	Do. do. No. II.	... Do. do. do.
3,000	Hindi Copy No. II.	... Do. do. do.

Lithographic Press work.

101. The work of the Lithographic Press is thus shown :—

Urdu.

300 Parsing sheets.
125 Curricula.
600 Reading sheets Nos. 8 to 13, each 100.

Hindi.

25,000 Aquittance Roll forms.
7,000 Hindi Copy No. II.

Uriya.

200 Parsing sheets.
493 Curricula.

Modi.

5,000 Reading sheets Nos. 1 to 10, 500 of each.
37 Marathi Examination statements of District Council, Chanda.

Blank Registers.

64 Attendance Registers and Visitors' books, &c.

102. The following new books were distributed as prizes or sent to school libraries :—

New books.

Biography.

Nalacharitra in Hindi, 25.

Dictionary.

Sanskrit and English Dictionary, by B. S. Waidya, 20.

Grammar.

Dhatu Rup Kosh, 6.

Religion.

Hibert lectures by Max Müller, in Marathi, 6.
Do. do. by do. in Hindi, 6.

Poetry.

Anthology in English, 30.
Swagram Prity, in Marathi, 6.

Drama.

Mudra Rakshas, in Marathi, 100.

SECTION IX.—Museums, Literary Societies and the Press.

103. The Museums at Nagpur and Raipur are not under the management of the Department. Regarding the latter, it is reported that the number of visitors increased by 6,000.

Museums, Literary and Philanthropic Societies, and the Press.

104. The special report on the Press has been discontinued, under orders of the Chief Commissioner.

The Press.

105. The number of libraries and literary or philanthropic societies remains the same, viz : 33. The most important are the following :—

Libraries nd Literary or Philanthropic Societies.

(1). The Morris College.
(2). The City Aided School, Nagpur.
(3). The Hitcarni Sabha, Jubbulpore.
(4). The Hitcarni Sabha, Saugor.
(5). The Anjuman Islamia, Jubbulpore.
(6). „ „ Damoh.
(7). „ „ Nagpur.
(8). „ „ Narsinghpur.
(9). „ „ Murwara.
(10). The Native General Library, Nagpur.

The Anjuman Islamia looks after the interests of Mahomedans generally, and promotes their education.

The Inspector of Schools reports that weekly meetings were held in Raipur for the delivery of a series of lectures of a social and scientific character, under the auspices of the Commissioner of the Division. Meetings for the discussion of educational and social questions are also held in some of the High and Middle schools. The supply of useful and wholesome literature is a great desideratum. Journals and cheap prints which are often objectionable, both in point of style and matter, seem to be the main literary pabulum of the people. Little else is to be found on the tables of most literary societies. I trust, however, that the branches of the society for the diffusion of sound and wholesome literature in India, which have been established in these Provinces, will, in time, supply the want.

SECTION X.—Societies and Individuals that deserve notice.

106. The practice of officially recognizing the liberality of individuals has been revived by the erection, at Government expense, in the schools benefitted, of tablets of brass or stone, in commemoration of each gift. This perpetuation of their names is pleasing to the benefactors, and encourages liberality in others. It is also well that teachers and boys should know to whom they are indebted for benefits received. Brass tablets were sanctioned by the Local Administration to commemorate the following acts of liberality, amongst many others, which I omit for want of space :—

Recognition of liberality.

(1). Lal Nrip Raj Singh, Zamindar of Barpali, gave Rs. 170 for scientific apparatus.
(2). Brindaban Dass, Muafidar of Bargarh, enlarged the Bargarh school building at a cost of about Rs. 400.
(3). Damodar Dass, Muafidar of Bargarh, gave Rs. 169 for scientific apparatus.
(4). Shridhar Gaontia of Remenda enlarged the boarding house of the Remenda school.

(5). Hiradhar Gaontia of Bhainatora constructed a well and an excellent school building at Ambabhona.

(6). Govind Prasad Dube, Secretary to the District Council, Raipur, gave certain scholarships for boys and girls.

It is also proposed that all subscriptions, however small, should be acknowledged by hanging in the various school rooms, illuminated lists of subscriptions signed by the Inspector of Schools.

Societies.

107. The Societies that deserve mention are the following :—

(1). The Free Church Mission, Nagpur.
(2). The Society of St. Francis deSales.
(3). The Convents of St. Joseph, Nagpur, Kamptee and Jubbulpore.
(4). The Zenana Mission, Jubbulpore.
(5). The Free Church Zenana Mission, Nagpur.
(6). The Anjuman Islamia, Jubbulpore.
(7). The Hitcarni Sabha, Jubbulpore.

Revenue Officers.

108. Rai Bahadur Devi Persad of Bhandara and Messrs. Wasudeo Balal Kher and Mohan Chandra Charterji, Extra-Assistant Commissioners of Narsinghpur and Damoh, respectively, take a keen interest in Education.

The work of the following Extra-Assistant Commissioners is also favourably reported on :—

(1). Mr. P. M. Greany of Harda.
(2). Mr. Barclay of Burhanpur.
(3). Mr. Mahomed Hussen of Seoni (Chhappara).
(4). Mr. Gulam Mustafa of Chanda.
(5). Mr. Moreshwar Rao of Wardha.

The work of Tahsildars has been noted above. Mr. Damodar Ganesh, Tahsildar of Hinganghat, still continues to deserve the thanks of the Department.

District Councils.

109. I have remarked on the work of District Councils in paragraphs 30—46 above.

Private persons and Local Board members.

110. The private persons and Local Board members, including the gentlemen mentioned in paragraph 106 above, who have distinguished themselves by liberality or by active interest in Education, are the following :—

(1). The Reverends J. G. Cooper, D. Whitton, F. Robertson and Mr. C. Bremner, of the Hislop College.
(2). Rai Bahadur Bipin Krishna Bose, Secretary to the Morris College.
(3). The Reverend Father Pelvat and Bonaventure.
(4). Miss Branch, Lady Superintendent of the Zenana Mission, Jubbulpore.
(5). Miss Small, of the Free Church Zenana Mission, Nagpur.
(6). Rajah Gokul Dass, Jubbulpore.
(7). Rai Bahadur Munna Lal Chowdhari, Mandla.

(8). Maulvi Safdar Ali, Bhandara.
(9). Babu Hari Har Singh, Zamindar of Chandrapur and Padampur.
(10). Babu Mrityan Jaya Gadtya, Zamindar of Bijepur.
(11). Hariwaush Panda Gaontia of Tohapersara.
(12). Seth Ram Gopal Durga Persad of Murwara.
(13). Jivan Lal, Malguzar of Bakhari (Seoni Chhappara).
(14). Singhai Mohan Lal of Khurai.
(15). Imdad Ali, Secretary, District Council, Damoh.
(16). Brahmia Kamdar of Taluka Cherla Ubbuka, Sironcha.
(17). Rao Saheb Behari Lal, Khajanchi of Jubbulpore.
(18). Rai Bahadur Bhuthnath De, Secretary, Municipality of Raipur.
(19). Abdul Majid Khan Nilji.
(20). Rao Bahadur Yado Rao of Bhandara.
(21). Nagem Patel of Bhandak.
(22). Bhagwan Patel of Waigaon.
(23). Kuntagi Atmaram of Mul.
(24). Munna Lal Singhai of Chhappara.
(25). Kesho Sham Rao Deshpande, Arvi.
(26). Durga Patel of Rattigaon.
(27). Khushal Sao of Pawni.
(28). Shaik Alam of Talodi.
(29). Seth Tikaram of Narsinghpur .
(30). Harish Chandra Chatterji of Khandwa.
(31). A. Charan Banerji of Jubbulpore.
(32). Banshi Narpat Singh of Jubbulpore.
(33). Nawab Wahid Khan of Ashti.
(34). Narbad Patel of Dhapera.
(35). Ramchandra Bhikaji Chamorsi.

Inspectors of Schools and Deputy Inspectors of Schools.

111. I have remarked on the work of these officers in paragraphs 25—28 above.

Principals and Professors of Colleges.

112. Mr. Young, Principal of the Jubbulpore College and Superintendent of the Rajkumar School, has successfully managed both these institutions during the year, and deserves special mention for good work. Mr. Young speaks well of the work done by his staff.

(2). Professor Bhagirath Prasad, B. A., of the Hislop College.

Superintendents and teachers in schools.

113. The Teachers and Superintendents who deserve praise are the following :—

1. Mr. Mahadeo Yeshwant Dole, M. A., L. C. E., Superintendent of the Nagpur Normal School.
2. Mr. Nand Lal, Officiating Superintendent of the Jubbulpore Normal School.
3. Mr. Venaik Parsad, Superintendent of the Raipur Normal School.
4. Miss Ross, Lady Superintendent, Female Normal School, Jubbulpore.
5. Mr. C. D. Maha Laxmiwala, Superintendent of the Agricultural Class.

6. Rao Saheb D. S. Sathye, Superintendent of the Engineering Class.
7. Mr. Raja Babu Datt, Head Master of the Saugor High School.
8. Mr. Waman Daji Oke, Head Master of the Sambalpur High School.
9. Mr. Waman Rao Hardikar, Drawing Master of the Nagpur Normal School.
10. Mr. Kalicharan Bose, Head Master of the Hitcarni Sabha, Jubbulpore.
11. Mr. Amrit Lal, Head Master of the Chhindwara Middle School.
12. Mr. Rajaram, Head Master of the Narsinghpur Middle School.
13. Mr. Girdhari Lal, Head Master of the Middle School, Seoni (Chhappara).
14. Mr. Kesho Rao, Head Master of the Middle School, Chanda.

I have the honour to be,

Sir,

Your most obedient Servant,

A. MONRO, M. A., B. C. L.,

BARRISTER-AT-LAW,

Inspector-General of Education,

Central Provinces.

TABLES

EDUCATION—GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the Central Provinces at the end of the official year 1889-90.

(For details see General Table III.)

Area and Population				Public Institutions.							Private Institutions.		Grand Total	Percentage of	Remarks.
				University Education		School Education, General.		School Education, Special.							
Total area in square miles.	Number of towns* and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools	All other special schools	Total of Public Institutions.	Advanced.	Elementary			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
113,279	Towns ... (a) 66	Males 5,827,122	Institutions. For Males.	3	...	241	1,429	4	21	1,698	...	...	1,698	3·7 Institutions to No of towns and villages	
	Villages (a) 45,788	Females ... 5,721,389	For Females	..	...	6	125	1		132	..	...	132	0·29	
	Total ... 45,854	Total 11,548,511	Total	3	.	247	1,554	5	21	1,830	...	...	1,830	3 99	
	If Feudatory States are omitted, the number of towns is only 62, and of the villages 34,550.	Including Feudatory States. If Feudatory States are omitted, the population is 9,833,791	Scholars. Males ...	152		21,808	79,923	187	551	102,621	...	..	102,621	11·74 Male scholars to male population of school going age †	
			Females	...	...	280	5,279	20	...	5,579	...	...	5,579	0 65 Female scholars to female population of school going age ‡	To obtain 6,938 girls of Table No. V, deduct from 5,579, the 104 boys in girls' schools and add 1,463 girls in boys' schools, and we obtain 6,938.
			Total ..	152	...	22,088	85,202	207	551	108,200	..	.	108,200	6 24	

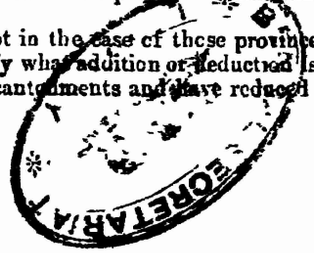
Note.—For the purpose of columns 1, 2 and 3, the Statistics of the Census of 1881 should be utilized, subject to the modifications enumerated below.

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality or Cantonment, whatever its population, should be entered as a town.

† The population of school-going age is taken at 15 per cent of the whole population.

‡ The population of Native or Feudatory States and Political Agencies should not be shown except in the case of those provinces where the schools of the States in question come under the supervision and control of the Education Department, and the foot-notes should specify what addition or deduction is made in this respect.

(a) In the census 52 towns are given. I have added 14 towns where there are Municipalities or cantonments and have reduced the number of villages.



Abstract Return of Expenditure on Public Instruction

[For details s e

	Total direct Expenditure on Public Instruction.§					
	University Education.	School Education, General.		School Education, Special.		
	Arts Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total.
1	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions ... For Males ...	45,495	1,96,631	2,58,722	24,883	14,132	5,39,918
1. Institutions ... For Females ...	...	8,281	48,130	5,542	...	61,953
Total ...	45,495	2,04,962	3,06,852	30,430	14,132	6,01,871
2. (a) Percentages* of Provincial Expenditure included in columns 2—16 to Total Provincial Expenditure on Public Instruction ...	4·94	20·31	26·67	3·67	3·0	63·59
(b) Percentages* of Local Fund Expenditure included in columns 2—16 to Total Local Fund Expenditure on Public Instruction ...	...	24·88	61·77	...	0·36	87·01
(c) Percentages* of Municipal Expenditure included in columns 2-16 to Total Municipal Expenditure on Public Instruction ...	4·31	40·86	41·40	...	0·19	95·75
(d) Percentages of Total Expenditure in columns 2—16 to Total Expenditure on Public Instruction ...	5·87	25·56	38·26	3·80	1·76	75·05
AVERAGE ANNUAL COST† OF EDUCATING EACH PUPIL IN	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institutions. Cost to Provincial Revenues ...	211 9 9	7 2 5	2 14 8	145 9 6	26 9 11	7 9 5
Government Institutions. Cost to Local and Municipal Funds ...	...	4 5 6	1 13 1	...	0 5 0	1 11 6
Government Institutions. Total Cost ...	296 10 8	15 4 7	5 14 1	145 9 6	34 7 0	12 14 3
Local Fund Schools. Cost to Provincial Revenues ...	...	0 7 1	0 9 2	...	...	0 8 8
Local Fund Schools. Cost to Local Funds ...	...	3 3 3	2 4 1	...	4 12 9	2 7 6
Local Fund Schools. Total Cost ...	...	4 3 0	3 2 6	...	4 12 9	3 6 2
Municipal Schools. Cost to Provincial Revenues ...	...	15 10 6	0 4 4	...	...	1 3 4
Municipal Schools. Cost to Municipal Funds ...	...	6 13 4	2 12 8	...	...	3 0 7
Municipal Schools. Total Cost ...	...	26 10 3	4 0 7	...	...	5 6 7
Institutions in Native States. Cost to Native State Revenue ...	...	6 5 4	1 6 11	...	...	1 11 11
Institutions in Native States. Cost to Local and Municipal Funds ...	...	3 10 2	0 12 11	...	...	0 15 11
Institutions in Native States. Total Cost ...	...	10 2 6	2 4 7	...	...	2 12 7
Aided Institutions. Cost to Provincial Revenues ...	41 4 6	6 9 3	1 13 5	...	...	2 8 10
Aided Institutions. Cost to Local and Municipal Funds ...	30 15 7	1 13 10	0 3 11	...	...	0 8 10
Aided Institutions. Total Cost ...	288 2 5	17 7 1	4 4 9	...	...	6 14 5
Unaided Institutions ... Total Cost ...	.....	6 6 9	1 12 5	...		2 3 6
All Institutions ... Cost to Provincial Revenues ...	111 2 6	3 5 4	1 2 0	145 9 6	57 5 6	2 1 10
All Institutions ... Cost to Local and Municipal Funds ...	18 4 5	3 3 11	1 6 8	...	0 14 7	1 12 11
All Institutions ... Total Cost ...	291 10 1	9 9 4	3 11 0	145 9 6	62 5 7	5 11 4

TABLE II.

in the Central Provinces for the official year 1889-90.

General Table IV.]

Total indirect Expenditure on Public Instruction.§								Total Expenditure on Public Instruction.	Remarks.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.		
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	27,445	74,669	27,217	22,542	6,998	39,051	1,97,923	7,37,841	
...	...	...	1,243	765	190	...	2,198	64,151	
...	27,445	74,669	28,460	23,307	7,188	39,051	2,00,121	8,01,992	
...	7·82	20·85	5·15	1·66	0·73	0·15	36·41	100·0	
...	...	...	5·88	6·01	1·10	...	12·99	100·0	
...	...	...	1·01	2·03	1·20	...	4·24	100·0	
...	3·42	9·31	3·55	2·90	·90	4·87	24·95	100·0	

*The percentages required for 2 (*a*), 2 (*b*), 2 (*c*) are to be calculated from the figures given in columns 7*a*, 7*b*, 7*c*, respectively of General Table IV.

†The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average monthly number on the rolls during the year.

‡The average cost of each pupil in Local Fund and Municipal Schools is to be obtained from the figures given in General Table VII.

§Fractions of rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

Return of Colleges, Schools and Scholars in the

Class of Institutions.	Public							
	Under Public							
	Managed by Government.				Managed by Local Fund and Municipal Boards.			
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
University Education.								
Arts Colleges.								
English ...	1	62	64	53	...	...	...	...
Total ...	1	62	64	53	...	...	...	...
School Education, General.								
Secondary Schools.								
For Boys. High Schools ...	4	255	302	242	...	...	...	...
For Boys. Middle English ...	35	2,585	2,528	2,026	4	156	168	138
For Boys. Middle Vernacular...	29	3,437	3,303	2,508	104	11,675	11,153	7,891
For Girls. High Schools	...	...	...	...	...	...	...	...
For Girls. Middle English ...	...	...	...	...	...	...	...	...
For Girls. Middle Vernacular...	1	105	103	95	...	...	...	...
Total ...	69	6,382	6,236	4,871	108	11,831	11,321	8,029
Primary Schools.								
For Boys ...	141	8,656	8,732	6,565	646	41,414	39,991	26,792
For Girls ...	31	1,330	1,249	777	32	1,418	1,385	918
Total ...	172	9,986	9,981	7,342	678	42,832	41,376	27,710
School Education, Special.								
Schools for Special Instruction.								
Training schools for Masters ...	4	187	188	167	...	...	...	...
Do. Mistresses...	1	20	21	17	...	...	...	...
Schools of Arts ...	...	...	...	...	...	...	...	...
Law Schools ..	2	82	78	49	...	...	..	...
Agricultural Schools ...	1	25	28	23	...	...	...	...
Practical Engineering School..	1	19	18	15	...	..	...	...
Industrial Schools ...	10	206	184	132	4	135	110	82
Other Schools (Drawing Schools) ...	3	84	87	61	...	..	...	...
Total ...	22	623	604	464	4	135	110	82
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION ...	264	17,053	16,885	12,730	790	54,798	52,807	35,821

TABLE III.

Central Provinces for the official year 1889-90.

Institutions.											
management.				Under Private management.							
Maintained by Native States.				Aided by Government or by Local Fund or Municipal Boards.				Unaided.			
Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
10	11	12	13	14	15	16	17	18	19	20	21
..		...	...	2	90	92	77	...	...	.	...
...	...	...	...	2	90	92	77	...	...	...	..
...	...	...	...	6	309	372	291	1	36	37	26
2	29	33	23	19	1,094	1,069	836	5	222	242	191
4	366	372	237	27	1,553	1,434	1,114	1	91	92	80
...		...	..	..	.	...	...		...	...	...
...	..	. .		1	101	101	93	...	...	...	...
. .	...	...	...	1	74	75	60		...		...
6	395	405	260	57	3,131	3,050	2,394	7	349	371	297
99	6,021	5,855	3,487	461	20,342	20,255	13,306	82	3,400	3,506	2,289
4	164	128	81	48	2,085	2,047	1,398	10	282	258	190
103	6,185	5,983	3,568	509	22,427	22,302	14,704	92	3,772	3,564	2,479
...	...	.	.	.	..	..	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	.	.	. .		...	..	...	..	
...		.	...	.	..	...	...	...	..	...	...
.		...	...	...	...	..	.	...	. .	..	...
...	...	...	...	...	...	...	...	...	..	...	...
...	...	...	...	..	..	..	...	. .	...	...	...
...	...	...	...	.	.	..	...	...	. .	...	...
...	...	...	..	...	...	..	...	..	...	...	...
109	6,580	6,388	3,828	568	25,648	25,441	17,175	99	4,121	3,935	2,776

Class of Institutions.		Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of scholars on the 31st March learning		
				English.	A Classical language.	A Vernacular language.
1		22	23	24	25	26
University Education.	*Arts Colleges.*					
	English	3	152	152	134	...
	Total ...	3	152	152	134	...
	Secondary Schools.					
School Education, General.	For Boys ... High Schools ...	11	600	600	582	168
	For Boys ... Middle Schools. English ...	65	4,086	4,086	565	3,982
	For Boys ... Middle Schools. Vernacular ..	165	17,122	19	...	17,158
	For Girls ... High schools ...	...	...	...	...	...
	For Girls ... Middle Schools. English ...	4	*101	101	33	21
	For Girls ... Middle Schools. Vernacular ...	2	*179	...	...	179
	Total ...	247	22,088	4,806	1,180	21,508
	Primary Schools.					
	For Boys	1,429	79,923	2,884	85	79,453
	For Girls	125	*5,279	448	51	4,854
	Total ...	1,554	85,202	3,332	136	84,307
	Schools for Special Instruction.					
School Education, Special.	Training Schools for Masters ...	4	187	16	...	171
	Do. Schools for Mistresses ...	1	*20	...	...	20
	Schools of Art	...	...	...	...	...
	Law Schools	2	82	82	...	...
	Agricultural Schools	1	25	...	...	...
	Practical Engineering Schools ...	1	19	...	...	...
	Industrial Schools	14	341	...	...	223
	Other Schools (Drawing Schools) ...	3	84	...	...	17
	Total ...	26	758	98	...	431
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		1,830	108,200	8,388	1,450	106,246
Private Institutions.	1.—Advanced Teaching—					
	(a) Arabic or Persian	...	...	...	...	...
	(b) Sanskrit	...	...	...	...	...
	(c) Any other Oriental Classic	...	...	...	...	...
	2.—Elementary, teaching a Vernacular only or mainly For Boys ..	...	...	...	...	...
	2.—Elementary, teaching a Vernacular only or mainly For Girls ...	...	...	...	...	...
	3.—European and Eurasian Schools not conforming to Departmental Standards For Boys ...	...	...	...	...	...
	3.—European and Eurasian Schools not conforming to Departmental Standards For Girls ...	...	...	...	...	...
	4.—Other Schools not conforming to Departmental Standards. For Boys ...	...	...	...	...	...
	4.—Other Schools not conforming to Departmental Standards. For Girls ...	...	...	...	...	...
	Total ...	...	...	...	...	...
	GRAND TOTAL ...	1,830	108,200	8,388	1,450	106,246

I.—For the purpose of columns 24, 25 and 26, the language through which instruction is imparted should schools where the study of English or Classical or Vernacular language does form part of their

II.—Mixed schools should be shown as boys' or as girls' schools,

III.—Where boys and girls attend the same school, the column of

IV.—The sub-divisions of column 37 regarding races or creeds will

V.—Schools maintained by Native States even though managed by

* Deduct 20 boys reading in Native schools and we obtain 997,

TABLE III.—(Concluded.)

Classification of scholars on the 31st of March according to Race or Creed.								Number of girls in boys' schools.	Number of boys in girls' schools.	Remarks.
Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedan.	Jains.	Parsis.	Gonds and other aboriginal tribes.	Others.			
27	28	29	30	31*a*	31*a*	31*b*	31	32	33	34
4	...	136	10	...	1	...	1	...	...	
4	...	136	10	...	1	...	1	...	...	
22	5	514	55	...	3	...	1	2	...	* Deduct 104 boys in Girls' schools and add 1,463 in Boys' schools and we obtain 6,938 girls—see Table V.
136	35	3,444	438	...	12	...	21	16	...	
..	7	15,061	1,641	95	1	9	308	184	...	
...	...	...	...	...	...	...	...	...	...	
94	7	...	...	...	...	...	...	...	...	
1	71	105	1	...	1	...	...	...	...	
253	125	19,124	2,135	95	17	9	330	202	...	
339	408	69,033	6,129	216	8	1,644	2,146	1,261	75	
421	218	4,195	328	35	2	..	80	...	29	
760	626	73,228	6,457	251	10	1,644	2,226	1,261	104	
...	...	170	13	...	...	1	3	...	...	
...	1	19	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	77	4	...	...	...	1	...	...	
...	...	24	1	...	...	...	...	...	...	
...	...	18	1	...	...	...	...	...	...	
...	1	300	39	...	...	..	1	...	...	
...	...	78	6	...	...	...	...	...	...	
...	2	686	64	...	...	1	5	...	...	
1,017	753	93,174	8,666	346	28	1,654	2,562	1,463	104	
...	...	...	...	...	...	...	...	...	...	
...	..	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	..	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
†1,017	753	93,174	8,666	346	28	1,654	2,562	1,463	104	Total Girls in Boys' schools 1,463. „ Boys in Girls' schools 104.

be adopted as the basis of classification for Colleges or Departments of Colleges for professional training and such special curriculumn ; the term Classical language in column 25 includes European and Oriental classical languages.
according as the numbe r of boys or of girls is greater.
remarks should show the number of girls in boys' schools and the number of boys in girls' schools.
vary according to circumstances.
Education Department should be entered in columns 10 to 13 and not in columns 2 to 5.
the total of children in European schools.

Return of Expenditure on Public Instruction

Objects of Expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2a	2b	2c	2d	2e	2f	2
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.							
University Education — English ...	13,543	...	...	2,038	...	3,404	18,985
Total ...	13,543	...	...	2,038	...	3,404	18,985
Secondary Schools.							
School Education, General — For Boys — High Schools	6,927	...	2,974	5,875	...	780	16,556
For Boys — Middle Schools — English ...	29,685	50	16,183	12,045	1,169	1,487	60,619
For Boys — Middle Schools — Vernacular.	7,601	517	7,111	1,651	445	252	17,577
For Girls — High Schools	...	...	...	...	...	...	...
For Girls — Middle Schools — English ...	...	...	...	...	...	...	...
For Girls — Middle Schools — Vernacular.	324	...	256	...	25	...	605
Total ...	44,537	567	26,524	19,571	1,639	2,519	95,357
Primary Schools.							
For Boys	24,026	453	15,202	10,004	385	770	50,840
For Girls	5,135	278	2,252	...	232	2	7,899
Total ...	29,161	731	17,454	10,004	617	772	58,739
Schools for Special Instruction.							
School Education, Special — Training Schools for Masters ...	24,888	...	...	...	...	...	24,888
Training Schools for Mistresses ...	5,542	...	...	...	...	...	5,542
Law Schools ...	1,520	...	...	2,004	...	960	4,484
Agricultural School ...	2,589	...	...	...	...	...	2,589
Practical Engineering School ...	4,258	...	...	...	...	...	4,258
Industrial Schools ...	2,149	...	124	...	...	...	2,273
Total ...	40,946	...	124	2,004	...	960	44,034
Buildings ...	3,926	...	1,316	23	35	338	5,638
Furniture and Apparatus (special grants only) ...	2,687	259	783	212	765	65	4,771
Total ...	6,613	259	2,099	235	800	403	10,49
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Special Schools other than Training Schools ...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION.	1,34,800	1,557	46,201	33,852	3,056	8,058	2,27,524

I.—Fractions of a rupee are to be omitted.

II.—If the income of any school maintained by the Department (or by a Local or Municipal Board) exceeds the expenditure, the return of Go such school the income from fees or other private sources alone exceeds the expenditure, the excess income and the sources from which

III.—If the income of any aided school exceeds the expenditure, the excess should be proportionately deducted from the sub-heads of Endowments, Provincial Revenues and from Local and Municipal Funds, should be shown in full.

IV.—In calculating the expenditure from Provincial Revenues or any other Fund, all payments or contributions from Fees or other sources credited

V.—The expenditure under University, Direction, Inspection, Scholarship and Miscellaneous should be shown only in columns 7a to 7 and not in

VI.—The expenditure on stipends held in Training Schools should be shown as part of the expenditure in those schools, not under the head of

VII.—The expenditure entered in columns 4a, 4b and 4c, should be included in column 7c and not in columns 7a, 7b and 7c. The expenditure on

VIII.—Schools maintained by Native States, even though managed by the Education Department, should be entered in columns 4a to 4 and not in

TABLE IV.

in the Central Provinces for the official year 1889-90.

Institutions.

management.

Managed by Local Fund and Municipal Boards.							Maintained by Native States.						
Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues.	Local rates or cesses levied in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
3*a*	3*b*	3*c*	3*d*	3*e*	3*f*	3	4*a*	4*b*	4*c*	4*d*	4*e*	4*f*	4
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	..	..	...	...
...	...	...	...	...	...	...	...	...	...	...	...	..	...
...	...	..	...	...	...	...	...	...	...	...	...	...	...
1,714	809	656	471	874	...	4,524	1,719	...	...	...	...	..	1,719
4,966	35,144	89	3,908	973	288	45,368	848	1,536	...	12	..	...	2,396
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	..	...	..	...
...	...	...	...	...	...	...	...	...	...	...	..	...	...
6,680	35,953	745	4,379	1,847	288	49,892	2,567	1,536	...	12	...	...	4,115
23,023	85,123	3,801	11,087	2,582	374	1,25,990	8,221	4,831	...	236	...	..	13,288
359	4,703	715	...	116	308	6,201	358	...	...	...	...	60	418
23,382	89,826	4,516	11,087	2,698	682	1,32,191	8,579	4,831		236	...	60	13,706
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	528	...	...	...	...	528	...	...	...	...	..	...	...
...	528	...	...	...	...	528	...	...	...	...	...	...	...
828	8,737	...	...	2,781	98	12,444	...	...	...	...	...	...	...
43	1,363	...	302	72	...	1,780	350	...	...	...	...	...	350
871	10,100	...	302	2,853	98	14,224	350	...	...	...	...	...	350
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
30,933	1,36,407	5,261	15,768	7,398	1,068	1,96,835	11,496	6,367	...	248	...	60	18,171

vernment (or Local or Municipal) expenditure should be reduced accordingly, the income and expenditure of the school being thus equalised. If in it is derived should be shown in the column of Remarks.

Subscriptions, and other sources; or, if the receipts from those sources are insufficient, from the sub-head of Fees also. The actual receipts from

to that Fund should be deducted. Such payments should be shown as expenditure under the sub-heads to which they belong.

preceding columns.

Scholarships.

tered in column 4*d* should be included in column 7*d*.

columns 2*a* 2.

Objects of Expenditure.	Public — Under Private — Aided by the Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	5a	5b	5c	5d	5e	5f	5
Arts Colleges.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — English	3,798		2,850	1,024	73	18,765	26,510
Total ...	3,798	...	2,850	1,024	73	18,765	26,510
Secondary Schools.							
School Education, General. — For Boys — High schools ...	4,685	...	1,842	1,978	902	4,317	13,724
For Boys — Middle schools. English ...	10,052	...	3,391	4,881	1,549	8,138	27,511
For Boys — Middle schools. Vernacular ..	2,333	...	60	433	231	1,246	4,303
For Girls — High schools ...	...	.	. .	...	...	...	...
For Girls — Middle schools. English ...	2,911	...	400	1,837	300	2,144	7,592
For Girls — Middle schools. Vernacular...	84	...	...	...	...	. .	84
Total	20,065	...	5,693	8,629	2,982	15,845	53,214
Primary Schools.							
For Boys ...	30,482	124	3,362	9,742	5,821	13,014	62,545
For Girls ...	10,611	..	2,039	1,064	3,588	13,022	33,324
Total ...	41,093	124	5,401	13,806	9,409	26,036	95,869
Schools for Special Instruction.							
School Education, Special. — Training Schools for Masters ...		..	...	...	..	...	...
Training Schools for Mistresses ...	...	...	. .	...	...	. .	...
Law Schools	...	...	..	...	...	...	...
Agricultural School ..	...	...	...	...	. .	..	...
Practical Engineering School ...	...	...	...	...	...	...	...
Industrial Schools	..	.	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
Buildings	1,087	83	27	. .	251	3,381	4,829
Furniture and Apparatus (special grants only) ..	7	...	10	14	163	94	288
Total ...	1,094	83	37	14	414	3,475	5,117
University	..	...	...	...	...	...	...
Direction		...	...	..	...	...	...
Inspection	...	. .	...	...	...	...	...
Scholarships held in ... — Arts Colleges ..	...	...	...	...	...	...	...
Scholarships held in ... — Professional Colleges ..	...	...	...	...	...	...	...
Scholarships held in ... — Secondary Schools ...	...	. .	...	...	...	...	...
Scholarships held in ... — Primary Schools ...	...	...	...	...	...	...	...
Scholarships held in ... — Special Schools other than Training Schools ...	. .	...	...	...	...	...	...
Miscellaneous	...	...	...	..	...	...	...
Total ...	...	...	.	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION ...	66,050	207	13,981	23,473	12,878	64,121	1,60,71[illegible]

TABLE IV.—(Concluded).

Institutions. management. Unaided. Fees.	Subscriptions.	Endowments and other sources.	Total.	Total Expenditure from Provincial Revenues.	Local Rates or Cesses.	Municipal Funds.	Fees.	All other sources.	Grand Total.	Remarks.
6a	6b	6c	6	7a	7b	7c	7d	7e	7	8
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	17,341	...	2,850	3,062	22,242	45,495	
...	...	...	...	17,341	...	2,850	3,062	22,242	45,495	
191	86	...	277	11,612	...	4,816	8,044	6,085	30,557	
392	36	1,139	1,567	41,451	859	20,230	17,289	16,111	95,940	
...	540	...	540	14,900	35,661	7,260	6,004	6,359	70,184	
...	...	...	...	...	...	...	...	...	...	
...	...	....	....	2,911	...	400	1,837	2,444	7,592	
...	...	...	...	408	...	256	...	25	689	
583	662	1,139	2,384	71,282	36,520	32,962	33,174	31,024	2,04,962	
143	519	5,397	6,059	77,531	85,700	22,365	31,212	41,914	2,58,722	
...	288	...	288	16,105	4,981	5,006	4,064	17,974	48,130	
143	807	5,397	6,347	93,636	90,681	27,371	35,276	59,888	3,06,852	
...	...	...	...	24,888	...	...	...	...	24,888	
...	...	...	....	5,542	...	...	...	...	5,542	
...	...	...	..	1,520	...	...	2,004	960	4,484	
..	...	...	...	2,589	...	...	...	...	2,589	
...	...	...	...	4,258	...	...	...	...	4,258	
...	...	...	...	2,149	528	124	...	...	2,801	
...	...	...	...	40,946	528	124	2,004	960	44,562	
...	...	396	396	5,841	8,820	1,343	23	7,280	23,307	
...	...	...	...	2,737	1,622	793	528	1,509	7,189	
...	...	396	396	8,578	10,442	2,136	551	8,789	30,496	
...	...	...	...	..	...	...	...	...	...	
...	...	...	...	27,445	...	...	...	...	27,445	
...	...	...	...	73,189	...	...	...	1,480	74,669	
...	...	...	....	5,926	...	...	108	24	6,058	
...	...	...	...	1,037	...	...	225	...	1,262	
...	...	...	...	9,694	7,094	375	...	639	17,802	
..	..	...	...	1,174	1,537	291	...	70	3,072	
...	...	...	...	266	...	...	...	...	266	
...	...	...	...	520	...	...	...	38,531	39,051	
...	...	...	...	1,19,251	8,631	666	333	40,744	1,69,625	
726	1,469	6,932	9,127	3,51,034	1,46,802	66,109	74,400	1,63,647	8,01,992	

Return of the Stages of Instruction of pupils in Public Schools for General Education

Class of Schools			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.		
					1		
					Boys.	Girls.	Total.
SECONDARY SCHOOLS—							
For Boys	Government	English	40	2,856	271	...	271
		Vernacular	32	3,608	...	...	...
	Local Fund	English	2	89	...	..	..
		Vernacular	103	11,647	...	...	...
	Municipal	English	2	67	..	...	..
		Vernacular	1	28	...	...	...
	Native States	English	2	29	...	...	...
		Vernacular	4	366	...	...	..
	Aided	English	25	1,403	307	2	309
		Vernacular	27	1,553	...	...	...
	Unaided	English	6	258	36	..	36
		Vernacular	1	91	...	...	...
		Total	245	21,995	614	2	616
For Girls	Government	English	..	...	...	...	...
		Vernacular	2	125	...	..	...
	Local Fund	English	... ...	...	..	..	...
		Vernacular	...	...	..	...	...
	Municipal	English	...	...	...	...	...
		Vernacular	...	...	...	...	...
	Native States	English	...	...	...	...	...
		Vernacular	...	...	...	...	...
	Aided	English	4	101	...	...	...
		Vernacular	1	74	...	...	...
	Unaided	English	...	...	...	...	..
		Vernacular	...	...	...	...	...
		Total	7	300	..	...	...
	TOTAL SECONDARY SCHOOLS		252	22,295	614	2	616
PRIMARY SCHOOLS—							
For Boys	Government		141	8,656	...	...	...
	Local Fund		626	39,815	...	...	...
	Municipal		20	1,569	...	...	...
	Native States		99	6,021	...	...	...
	Aided		461	20,342	...	...	...
	Unaided		82	3,490	..	...	...
		Total	1,429	79,923	...	...	...
For Girls	Government		31	1,330	...	...	...
	Local Fund		27	1,195	...	...	...
	Municipal		5	223	...	...	...
	Native States		4	164	...	...	...
	Aided		48	2,085	...	...	...
	Unaided		10	282	...	...	...
		Total	125	5,279	...	...	...
	TOTAL PRIMARY SCHOOLS		1,554	85,202	...	...	...
	GRAND TOTAL		1,806	107,497	614	2	616

NOTE.—The number of Girls shown in this table should correspond with the number returned
Mixed schools should be entered as boys' schools or girls' schools, according as the
To obtain the number of Schools and Colleges 1,830 and of Scholars 108,200 of Table No. III, add 24 Colleges and

TABLE V.

in the Central Provinces, at the end of the official year 1889-90.

Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage.						Total.		
						Reading printed books.			Not reading printed books.					
2			3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
2,585	...	2,585	...	...	...	...	...	...	...	...	...	2,856	...	2,856
649	...	649	510	...	510	1,300	...	1,300	1,149	...	1,149	3,608	...	3,608
89	...	89	...	...	...	...	...	...	...	...	...	89	...	89
1,546	...	1,546	1,569	2	1,571	4,244	...	4,244	4,122	164	4,286	11,481	166	11,647
67	...	67	...	...	...	...	...	...	...	...	...	67	...	67
6	...	6	22	...	22	...	...	...	...	...	...	28	...	28
29	...	29	...	...	...	...	...	...	...	...	...	29	...	29
51	...	51	85	...	85	104	...	104	126	...	126	366	...	366
1,078	16	1,094	...	...	...	...	...	...	...	...	...	1,385	18	1,403
217	...	217	243	...	243	532	...	532	543	18	561	1,535	18	1,553
222	...	222	...	...	...	...	...	...	...	...	...	258	...	258
21	...	21	19	...	19	32	...	32	19	...	19	91	...	91
6,560	16	6,576	2,448	2	2,450	6,212	...	6,212	5,959	182	6,141	21,793	202	21,995
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	37	37	...	18	18	...	39	39	...	31	31	...	125	125
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	101	101	...	...	...	...	...	...	...	...	...	...	101	101
...	10	10	...	3	3	...	14	14	...	47	47	...	74	74
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	148	148	...	21	21	...	53	53	...	78	78	...	300	300
6,560	164	6,724	2,448	23	2,471	6,212	53	6,265	5,959	260	6,219	21,793	502	22,295
...	...	...	2,075	...	2,075	4,051	2	4,053	2,467	61	2,528	8,593	63	8,656
...	...	...	6,593	41	6,634	16,043	226	16,269	16,511	431	16,942	39,147	698	39,845
...	...	...	83	...	83	874	...	874	612	...	612	1,569	...	1,569
...	...	...	715	...	715	2,557	...	2,557	2,749	...	2,749	6,021	...	6,021
...	...	...	2,869	45	2,914	8,006	63	8,069	8,967	392	9,359	19,842	500	20,342
...	...	...	190	...	190	1,189	...	1,189	2,111	...	2,111	3,490	...	3,490
...	...	...	12,525	86	12,611	32,720	291	33,011	33,417	884	34,301	78,662	1,261	79,923
...	...	...	...	94	94	...	466	466	...	770	770	...	1,330	1,330
...	...	...	...	130	130	...	449	449	...	616	616	...	1,195	1,195
...	...	...	...	22	22	...	75	75	...	126	126	...	223	223
...	...	...	...	...	...	...	29	29	5	130	135	5	159	164
...	...	...	18	285	303	20	757	777	61	944	1,005	99	1,986	2,085
...	...	...	...	...	...	...	17	17	...	265	265	...	282	282
...	...	...	18	531	549	20	1,793	1,813	66	2,851	2,917	104	5,175	5,279
...	...	...	12,543	617	13,160	32,740	2,084	34,824	33,483	3,735	37,218	78,766	6,436	85,202
6,560	164	6,724	14,991	640	15,631	38,952	2,137	41,089	39,442	3,995	43,437	100,559	938	107,497

under Primary and Secondary Schools in General Forms I and III.
number of boys or of girls is greater.
Industrial and Drawing schools, &c., and 703 pupils attending Colleges and Industrial and Drawing schools, &c.

Return showing the Results of Prescribed Examinations in the

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
Arts Colleges—									
1. Master of Arts	...	...	...	...	...	...	...	2	2
2. Bachelor of Arts . .	.	1	2	...	3	6	16	...	2	24
3. B. Sc.	..	..	...	...	.	.	...	...	...	...
4. First B. A. ..	..	...	...	...	...	...	...	...	...	...
4. First B. Sc. ...	...	..	...	...	...	...	...	...	...	...
4. First Arts	..	1	3	...	4	25	33	...	2	60
4. Previous Examination . .	...	..	...		...	...	...	...		...
Colleges for Professional Training—									
Law—									
1. Doctor of Law	...	...	...	...	..	..	...	...	...	...
2. Bachelor of Law ...	...	...	1	. .	1	...	5	...	...	5
Medicine —									
4. First M. B. ...	...	...	...	...	...		...	...	..	...
4. First L. M. S. ...	...	...	...	...	...	...	...	...	...	...
Engineering—									
3. L. C. E.	...	...	...	...	...	...	...	...	.	...
4. First L C. E.	..	...	..	. .	...	...	...	...	1	1
Schools of General Education—									
Matriculation { Boys ...	4	4	2	10	113	122	4	34	273
Girls ...	...	...	...	...	...	...	...	..	..
Middle School Examination. { Boys ...	32	18	10	60	423	228	61	82	794
Girls ...	. .	..	...	..	...	..	...	...	...
Upper Primary Examination. { Boys ...	818	262	79	1,159	8,089	2,146	605	3	10,843
Girls ...	29	9	...	38	183	78	...	...	261
Lower Primary Examination. { Boys ...	826	344	105	1,275	10,243	2,991	845	...	14,079
Girls ..	55	18	6	79	338	127	10	...	475
Public Service Examination Certificate { English .	1	...	...	1	5	...	...	7	12
Vernacular ...	3	.		3	12	...	...	14	26
Schools of Special Instruction—									
1. Training School Examination for Masters. { Upper ...	6	.	...	6	108	..	...	1	109
Lower ...	10	..	8	18	111	...	51	3	165
2. Training School Examination for Mistresses. { Upper ...	...	.	..	. .	...	...	..	...	...
Lower ..	1	..	..	1	2	...	...	...	2
3. Examination in Engineering ...	1	...	...	1	10	...	...	...	10
4. Examination in Surveying ...	13	...	...	13	133	...	...	...	133
5. Industrial School Examination ...	2	...	...	2	32	...	...	...	32
4. School of Art Examination ...	14	4	.	18	315	75	...	...	390

NOTE.—Any other special examination, such as the "Intermediate" or

TABLE VI.

Central Provinces during the official year 1889-90.

Number passed.					Race or Creed of passed Scholars.						Remarks.
Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Parsis.	Others.	
11	12	13	14	15	16*a*	16*b*	16*c*	16*d*	16*e*	16*f*	17
...	...	...	2	2	...	...	2	...	...	...	
4	10	...	2	16	...	...	16	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
17	27	...	2	46	...	...	43	2	1	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	1	...	...	1	...	...	1	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	1	1	...	...	1	...	...	...	
61	54	2	3	120	3	...	104	9	4	...	
...	...	...	...	...	...	...	...	...	...	...	
325	176	46	18	565	25	4	480	54	2	...	
...	...	...	...	...	...	...	...	...	...	...	
5,387	1,127	321	1	6,836	46	17	6,125	448	...	200	
123	67	...	...	190	38	4	141	2	...	5	
7,582	1,696	405	...	9,683	47	21	8,664	687	...	264	
201	124	6	...	331	44	11	264	10	...	2	
2	...	...	7	9	...	...	9	...	...	...	
8	...	...	10	18	...	...	12	6	...	...	
79	...	...	1	80	...	...	75	5	...	...	
79	...	10	3	92	...	...	90	2	...	...	
...	...	...	...	...	...	...	...	...	...	...	
2	...	...	...	2	...	...	2	...	...	...	
9	...	...	...	9	...	...	9	...	...	...	
89	...	...	...	89	...	...	85	4	...	...	
28	...	...	...	28	...	...	27	...	1	...	
51	2	...	...	53	...	...	53	...	...	...	

other examinations of the Punjab University, may be added to this list.

Return showing the Distribution of Local Fund and Municipal Expenditure on Public

Objects of Expenditure.	Expenditure of Local Fund Boards on Public Instruction.										
	In Institutions managed by Local Fund Boards.										
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local Rates or Cesses.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
Arts Colleges.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — English	..	...	...	...	...	...	...	..	...	...	...
Total ...	...	...	...	...	...	...	..	...	...	...	...
Secondary Schools.											
School Education, General. — For Boys — High Schools ...	...	...	...	...		...	...	...	...	...	...
For Boys — Middle Schools — English ...	2	89	93	77	7	809	...	254	660	...	1,730
For Boys — Middle Schools — Vernacular ...	103	11,647	11,119	7,874	4,966	35,144	..	3,887	973	288	45,258
For Girls — Middle Schools — English ...	...	...	..	...	...	...		...	...	...	...
For Girls — Middle Schools — Vernacular ...	...	...	...	..	...	...	...	...	..	...	...
Total ...	105	11,736	11,212	7,951	4,973	35,953	...	4,141	1,633	288	46,988
Primary Schools											
For Boys	626	39,845	38,532	25,670	22,612	85,123	38	9,971	2,446	364	1,20,554
For Girls	27	1,195	1,164	776	314	4,485	...	...	55	...	4,854
Total ...	653	41,040	39,696	26,446	22,926	89,608	38	9,971	2,501	364	1,25,408
Schools for Special Instruction.											
School Education, Special. — Training Schools for Masters ...	..	...	...	...	...	...		...	...	...	...
Training Schools for Mistresses ...	...	...	.	...	..	...	...	...	...	...	...
Schools of Art ...	...		...	...	...	...	...	...	...*	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...	..	...	...	...
Industrial Schools	4	135	110	82	...	528	..	...	...	..	528
Other Schools ...	..	...	...	...	...	...	..	...	...	..	...
Total ...	4	135	110	82	...	528	..	...	...	...	528
Buildings	...	...	..	...	828	8,737	...	...	2,781	98	12,444
Furniture and Apparatus (special grants only).		...	...	..	43	1,363	...	302	72	...	1,780
Total .	..	...	...	...	871	10,100	...	302	2,853	98	14,224
Inspection	...	.	...	...		...	...	...	...	...	...
Scholarships held in — Arts Colleges ...	.	...	...	.	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools ...	...	..	...		...	...	..	..	...	..	...
Scholarships held in — Primary Schools ...	...	...	...	.	...	..	...	...	..	...	...
Miscellaneous ..	...	...	...	...	...	..	..	...	...	...	...
Total ...	..	...	..	...	...	...	...	..	...	...	..
GRAND TOTAL ...	762	52,911	51,018	34,479	28,770	1,36,189	38	14,414	6,987	750	1,87,148

I.—The sum of the expenditure in columns 12 and 27 should agree

II—The sum of the expenditure in columns 16 and 31 should agree with the expenditure shown in columns 7 &

III.—The expenditure under Inspection, Scholarships and Miscellaneous should

TABLE VII.

Instruction in the Central Provinces for the official year 1889-90.

Expenditure of Municipal Boards on Public Instruction.																			
In Institutions managed by			Total Local Fund Expenditure on Public Instruction.	In Institutions managed by Municipal Boards.											In Institutions managed by			Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local Fund and Municipal Boards on Public Instruction.	Remarks.
The Government.	Municipal Boards.	Private persons or Associations.		Number of Institutions	Number of Scholars on the rolls on 31st March.	Number of Scholars on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal Rates.	Local Fund grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Local Fund Boards.	Private persons or Associations.			
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	R.	Rs.	Rs.	Rs.	
...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	2,850	2,850	2,850	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,850	2,850	2,850	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,974	...	1,842	4,816	4,816	
50	...	...	859	2	67	75	61	1,707	656	...	217	214	...	2,794	16,183	...	3,391	20,230	21,089	
517	...	...	35,661	1	28	34	17	...	89	...	21	...	...	110	7,111	...	60	7,260	42,921	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	400	400	400	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	256	..	...	256	256	
567	...	...	36,520	3	95	109	78	1,707	745	...	238	214	...	2,904	26,524	...	5,693	32,962	69,482	
453	..	124	85,700	20	1,569	1,459	1,122	411	3,763	...	1,116	136	10	5,436	15,202	38	3,362	22,365	1,08,065	
278	218	...	4,981	5	223	221	142	45	715	218	...	61	308	1,347	2,252	...	2,039	5,006	9,587	
731	218	124	90,681	25	1,792	1,680	1,264	456	4,478	218	1,116	197	318	6,783	17,454	38	5,401	27,371	1,18,052	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	..	528	...	...	...	...	...	...	...	...	...	...	...	124	...	...	124	652	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	
..	...	...	528	...	...	...	...	...	...	...	...	...	...	...	124	...	...	124	652	
...	...	83	8,820	...	...	...	...	...	...	...	...	...	...	...	1,316	...	27	1,343	10,163	
259	...	...	1,622	...	...	...	...	...	...	...	...	...	...	...	783	..	10	793	2,415	
259	...	83	10,442	..	...	...	...	...	...	...	...	...	...	...	2,099	...	37	2,136	12,578	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	..	...	...	...	..	...	...	...	..	...	...	...	
...	...	...	7,094	..	...	...	...	..	...	...	...	...	...	...	...	...	...	375	7,469	
...	...	...	1,537	...	...	...	...	...	...	...	...	...	...	...	...	.	...	291	1,828	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	
...	...	..	8,631	...	...	...	...	...	...	...	...	...	...	...	...	...	...	666	9,297	
1,557	218	207	1,46,802	28	1,887	1,789	1,342	2,163	5,223	218	1,354	411	318	9,687	46,201	38	13,981	66,109	2,12,911	

with the expenditure shown in column 3 of General Table IV.
and 7 c respectively, of General Table IV, and the Local Fund and Municipal expenditure of Native States should be excluded.
be shown only in columns 16, 31 and 32, and not in the other columns.

EDUCATION.—SUBSIDIARY TABLE No. IX—FOR EUROPEANS ONLY.

Abstract Return of Expenditure on European Institutions in the Central Provinces, for the official year 1889-90.

	Total Direct Expenditure.				Total Indirect Expenditure				
	University Education.	School Education, General.		Total.	Scholarships.	Buildings	Total.	Total Expenditure	Remarks.
	Arts Colleges.	Secondary Schools.	Primary Schools.						
1	2	3	4	5	6	7	8	9	10
		Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	
Institutions ... For Males ..	...	10,518	12,011	22,529	465	353	818	23,347	
Institutions ... For Females ..	..	7,095	16,662	23,757	275	...	275	25,032	
Total ...	.	17,613	28,673	46,286	740	353	1,093	47,379	
(a). Percentages of Provincial expenditure included in columns 2 to 8 to Total Provincial expenditure on European Institutions	..	37·05	59 31	96·36	3·64	..	3·64	100·0	
(b). Do. do to Municipal Expenditure ...	...	46·10	53·90	100·0	...	...		100·0	
(c). Do. do. to Total Expenditure ...	...	37·19	60·51	97·70	1·56	0·74	2·30	100·0	
Average annual cost of educating each pupil—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p					
Aided Institutions... Cost of Provincial Revenues ...	...	31 1 2	18 7 10	21 14 5					
Aided Institutions... Cost of Municipal Funds ..	...	5 5 11	2 5 4	3 2 6					
Aided Institutions... Total ...	...	72 12 6	44 0 9	51 13 4					

EDUCATION—SUBSIDIARY TABLE No. III.—FOR EUROPEANS ONLY.

Return of European Schools and Scholars in the Central Provinces for the official year 1889-90.

		Public Institutions.								Grand Total of Public Institutions.	Grand total of scholars on 31st March.	Number of Scholars on 31st March learning			Remarks.
		Under Private management.													
		Aided by the Department, Local Fund or Municipal Board.				Unaided.									
		Number of Institutions.	Number of Scholars on rolls on the 31st March.	Average number on rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on rolls on the 31st March.	Average number on rolls monthly during the year.	Average daily attendance.			English.	A Classical language.	A Vernacular language.	
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15
School Education, General.	COLLEGES.														
	Secondary Schools.														
	ENGLISH.														
	High Schools ...	2	20	19	17	...	...	...	...	2	20	20	20	...	*Deduct 75 boys in Girls' schools and add 78 girls in Boys' schools and we obtain 517 girls—see Subsidiary Table No. V. for Europeans only.
	For Boys—Middle Schools ...	5	131	130	108	...	...	...	...	5	131	131	90	38	
	For Girls—Middle Schools ...	3	94	93	86	...	...	...	...	3	*94	94	33	14	
	Total ...	10	245	242	211	...	...	...	...	10	245	245	143	52	
	Primary Schools.														
	For Boys ...	5	332	295	238	...	...	...	...	5	332	332	...	16	
	For Girls ...	6	409	356	270	1	11	21	17	7	*420	420	6	...	
	Total ...	11	741	651	508	1	11	21	17	12	752	752	6	16	
	TOTAL OF SCHOOLS OF PUBLIC INSTRUCTION ...	21	986	893	719	1	11	21	17	22	†997	997	149	68	78 girls in Boys' schools. 75 boys in Girls' schools.

† Add 20 Europeans reading in Native schools and we obtain 1,017, the total of column 27 in General Table No. III.

EDUCATION—SUBSIDIARY TABLE No. IV.—FOR EUROPEANS ONLY.

Return of Expenditure on European Institutions in the Central Provinces for the official year 1889-90.

Objects of Expenditure.	Public Institutions.										Total of Expenditure from				Grand Total.	Remarks
	Under Private management.															
	Aided by the Department						Unaided.									
	Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions	Endowments and other sources	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Municipal Funds.	Fees.	All other sources.		
1	2a	2b	2c	2d	2e	2	3a	3b	3c	3	4a	b	4c	4d	4	
Secondary Schools, English— Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
For Boys { High Schools ..	658	82	272	110	287	1,409	...	...	...	...	658	82	272	397	1,409	
For Boys { Middle do. .	4,083	818	1,693	640	1,875	9,109	...	...	...	...	4,083	818	1,693	2,515	9,109	
For Girls do. do. ...	2,779	400	1,837	300	1,779	7,095	...	...	...	...	2,779	400	1,837	2,079	7,095	
Total	7,520	1,300	3,802	1,050	3,941	17,613	...	...	...	...	7,520	1,300	3,802	4,991	17,613	
Primary Schools, English—																
For Boys ...	5,775	900	1,990	661	2,685	12,011	...	...	...	...	5,775	900	1,990	3,346	12,011	
For Girls ..	6,263	620	3,982	3,043	2,754	16,662	...	..	...	..	6,263	620	3,982	5,797	16,662	
Total ..	12,038	1,520	5,972	3,704	5,439	28,673	...	...	...	...	12,038	1,520	5,972	9,143	28,673	
Scholarship in Secondary Schools...	465	...	...	...	...	465	...	...	...	...	465	...	..	...	465	
do. Primary do. ...	275	...	...	..	...	275	...	...	...	...	275	...	...	...	275	
Buildings ...	...	...	...	...	353	353	...	...	...	...	...	...	...	353	353	
Total ...	740	...	...	...	353	1,093	...	...	...	...	740	...	...	353	1,093	
TOTAL EXPENDITURE ON EUROPEAN INSTITUTIONS.	20,298	2,820	9,774	4,754	9,733	47,379	...	...	...	...	20,298	2,820	9,774	14,487	47,379	

EDUCATION—SUBSIDIARY TABLE No. V—FOR EUROPEANS ONLY.

Return of the Stages of Instruction of pupils in Public Schools for General Education in the European Schools of the Central Provinces, for the official year 1889-90.

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage. 3			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage.						Total.		
												Reading printed books. 4			Not reading printed books. 5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys	Girls.	Total.	Boys	Girls.	Total.	Boys	Girls.	Total.
SECONDARY SCHOOLS.																				
Aided High Schools, English	2	20	18	2	20	...	...	...	...	...	...	...	...	...	..	...	...	18	2	20
For Boys. Aided ... English	5	131	...	...	...	115	16	131	...	...	...	...	...	...	...	...	...	115	16	131
For Boys. Unaided ... Vernacular	...	...	...	...	...	...	...	...	..	...	...	...	...	...	..	...	...	..	...	...
Total	7	151	18	2	2	115	16	131	...	...	...	...	...	...	...	...	..	133	18	151
For Girls. Aided ... English	3	94	...	...	...	...	94	94	..	...	..	..	...	...	..	...	...	...	94	94
For Girls. Unaided ... Vernacular	...	...	...	...	...	...	...	..	...	...	.	..	...	...	..	...	...	...	..	...
Total	3	94	...	...	...	...	94	94	...	.	...	..	...	..	..	...	...	..	94	94
TOTAL SECONDARY SCHOOLS	10	245	18	2	20	115	110	225	...	..	...	.	.	...	..	...	...	133	112	245
PRIMARY SCHOOLS.																				
For Boys. Aided ...	5	332	...	.	...	...	...	...	76	25	101	175	34	209	21	1	22	272	60	332
For Boys. Unaided ...	..	..	...		...	...	...	..	...	...	...	..	...	...	..	...	...	...	..	...
Total	5	33		...	...	...	...	...	76	25	101	175	34	209	21	1	22	272	60	332
For Girls. Aided ...	6	409	...	...	...	...	.	...	18	123	141	20	118	138	37	93	130	75	334	409
For Girls. Unaided ...	1	11	...	...	...	...	...	...	...	...			...	...		11	11	..	11	11
Total	7	420	...	...	...	...	...	...	18	123	141	20	118	138	37	104	141	75	345	420
TOTAL PRIMARY SCHOOLS	12	752	...	...	.....	...	...	...	94	148	242	195	152	347	58	105	163	347	405	752
GRAND TOTAL	22	997	18	2	20	115	110	225	94	148	242	195	152	347	58	105	163	480	517	997

NOTE.—The number of girls shown in this table should correspond with the number returned under Primary and Secondary Schools in Form No. III. Mixed schools should be entered as Boys' schools or Girls' schools, according as the number of boys or of girls is greater.

APPENDIX A.

GRANT-IN-AID RULES.

SECTION A.—PRELIMINARY.

Objects of Grants-in-aid

1. Grants-in-aid are made with the special object of extending and improving the secular education of the people, and are given, impartially, to all Educational institutions under private management which impart a sound secular education They are subject to the conditions hereafter specified, and are allotted with due regard to the requirements of each locality and to the funds at the disposal of the Local Administration or of the Local Body* making the grants.

The ultimate object of grants-in-aid is, by encouraging private enterprise, to enable the Local Administration and Local Bodies to withdraw gradually from the direct management of schools.

System of Payment.

2. Grants are either given (1) for the general maintenance of schools, or (2) for miscellaneous objects.

3. Grants *for the General Maintenance of schools* are made under three alternative systems, *viz* :—

Grants for general maintenance of schools.

(1) The fixed grant system.
(2) The result grant system
(3) The combined system.

Primary schools are ordinarily aided on either the result or the combined system : while the fixed grant system is usually applied to schools of higher grade.

Grants for miscellaneous objects.

4. Grants *for Miscellaneous objects* are given to aid—

(1) The purchase, erection, enlargement, repair and rent of school buildings : or
(2) The purchase of school appliances, furniture, books for school libraries, models, diagrams, plant, materials, tools, gymnastic and other apparatus.

Sources of Payment.

5. Grants are made (1) from Provincial Funds, (2) from Local Funds, or (3) from both these sources combined.

Grants payable from Provincial Funds

6. The grants for General Maintenance which are ordinarily payable from Provincial Funds are —

a. Grants in aid of girls' schools and classes for home education
b. Grants in aid of schools intended for backward races, such as Gonds, Khonds, &c.
c. Grants in aid of science, art and industrial schools
d. Grants in aid of departments above the lower secondary (Middle School)

Grants payable from either Provincial or Local Funds.

Grants for Miscellaneous objects and General Maintenance grants to lower secondary departments are payable either from Provincial or Local Funds or from both proportionately.

Grants payable from Local Funds.

7. All other grants are ordinarily payable from Local Funds.

SECTION B.—GRANTS FOR GENERAL MAINTENANCE.

(1).—*The Fixed Grant system.*

Fixed grants to what institutions given.

1. Fixed grants payable monthly may be given, for a year or term of years, to any educational institution, subject to the conditions hereafter specified.

Financial limitations

2. Fixed grants are given on the principle that the grant shall on no account be more than will make up the difference between the receipts and expenditure of an institution; and that in no case shall the aggregate annual grants exceed the difference between the receipts (exclusive of grants-in-aid) and the expenditure as specified in the application for aid. Should the grants exceed in any one year (owing to unforeseen causes) the difference between income and expenditure, the excess—if it amount to more than ten per cent of the total expenditure—must be deducted from the grant of the following year.

* NOTE.—The term "Local Body" wherever used in these rules, means District Council or Municipal Committee, and "Local Funds" means the funds of a "Local Body"

3. No grant can be given without the sanction of the Inspector-General, if the grant be payable from Provincial Funds, or of the Local Body, if the grant be payable from Local Funds; or without the sanction of the Chief Commissioner in cases where a reference to the Local Administration is necessary.

Sanctioning authority.

4. Every application for aid shall be accompanied by an application in the form shown in Appendix A. It should be sent to the Inspector of Schools, who will forward it to the Inspector-General of Education if the grant be payable from Provincial Funds, or to the Local Body if the grant be payable from Local Funds The Local Body will forward a copy of the application to the Inspector-General.

Form of application for aid.

Conditions of aid. 5. The conditions on which aid is given are as follows :—

A.—That the school premises are in a healthy situation, well lighted drained and ventilated, are supplied with suitable offices, and contain a play ground and reasonable accommodation for the scholars, and that the school furniture and appliances are adequate.

B.—That the staff of teachers is sufficient, of good character, possesses either Normal or Ordinary certificates, and that no teacher is employed on work beyond his capacity.*

C.—That the time devoted to secular teaching is sufficient; that the studies are conducted in accordance with a time-table approved by the Inspector-General of Education; and that due provision is made for physical training.†

D.—That admission and attendance registers, a visitors' book, and accounts of income and expenditure are kept.

E.—That the institution, together with the accounts, registers, &c., is open to inspection by the inspecting officers of the Education Department, and that such returns as may be prescribed by the Inspector-General are submitted.

F.—That no boy be admitted as a pupil who is unprotected from small-pox, by vaccination or otherwise.

G.—That the teachers are vaccinated or otherwise protected from small-pox.

H.—That the minimum rate of fees be not lower and the proportion of free scholars and scholars at reduced rates be not higher than those sanctioned by the Local Administration.

6. No grant shall ordinarily be given or continued to an institution which cannot show an average daily attendance for the previous 6 months of at least, in the case of boys' schools, 20, and, in the case of girls' schools, 10 pupils.

Average attendance.

7. The continuance, enhancement, reduction, suspension and withdrawal of grants depend generally on the condition of the school as ascertained at the annual inspection.

The continuance, &c., of grants depends on the annual inspection.

Conditions under which grants may be reduced, suspended or withdrawn.

8. Grants may be reduced, suspended or withdrawn by the Inspector-General or the Local Body,—

(*a*).—For failure to comply with any of the conditions enumerated in Articles 5 and 6 above: *or*

(*b*).—If the general management, organization, or method of instruction is unsatisfactory.

Provided that, in order to allow time for full enquiry, and, if necessary, an appeal to the Local Administration, no reduction, suspension or withdrawal of grants can be made without 3 months' notice to the Manager.

Appeal to the Local Administration

Home Education. 9. Grants-in-aid of Societies or Associations engaged in the instruction of girls in private houses, may be sanctioned by the Local Administration, provided that :—

(1). The current accounts, together with the time-table, the scheme of studies so far as secular instruction is concerned, and the register of attendance are subject to Government inspection.

(2). That each pupil receives instruction in one or more languages, in arithmetic and geography, in needle-work and in object lessons.

(3). That, ordinarily, fees are levied.

(4). That the total number of pupils under instruction be not less than ten.

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* Ordinarily, the teachers of a collegiate class should have passed the B A. Examination of some Indian University, the teachers of a High School, the F. A Examination, and the teachers of a Middle School, the Entrance Examination, the teachers of an upper primary class, the Middle School Examination, and the teachers of a lower primary class the Upper Primary examination.

† Ordinarily, teachers in schools below the collegiate grade should spend at least 4 hours daily in secular teaching In the case of teachers in College classes, Head Masters of secondary schools, and Principals of Colleges, with secondary schools attached, three hours daily of secular teaching will ordinarily be considered sufficient: provided that, in addition, not less than one hour a day be spent in supervision or in tutorial or similar work

(2.)—*The Result Grant system.*

10. The result grant system is that system which gives a school aid calculated partly on the number of passes in an examination conducted after prescribed standards (hereinafter described as an *Instruction* grant), and partly on the average attendance of pupils (hereinafter described as an *Attendance* grant).

Nature of system

11. Grants on the result system are given to Vernacular schools up to the 5th standard only.

Grants given to what schools

12. A Register of schools receiving or intended to receive aid on the result system shall be maintained for each District and Municipal town. A school brought upon this Register shall be entitled to receive aid yearly, and shall not be removed from the Register without the sanction of the Inspector-General. Three months' notice of such removal shall be given to the school concerned.

Standing list of result system schools.

13. Before a school is registered to receive aid on the result system, the Manager must forward an application, in the form given in Appendix B, to the Deputy Inspector of Schools, who will submit it, with his opinion, to the Inspector.

Application for aid to whom addressed.

14. Ordinarily, no school will be eligible for a grant which is not provided with suitable accommodation, furniture and apparatus and with a fairly efficient teaching staff. The employment of trained Normal students as teachers should be encouraged.

Accommodation and teaching staff.

15. The Inspector will, if the grant be payable from local funds, forward the application with his opinion to the President of the District Council or Municipal Committee (as the case may be), who will submit it with remarks to the Inspector-General. In the case of schools aided from Provincial Funds, the Inspector will submit the application to the Inspector-General.

Course to be pursued by the Inspector and the District Council or Municipal Committee.

16. No school can be registered for aid without the sanction of the District Council or Municipal Committee (as the case may be) if the grant be payable from local funds, or of the Inspector-General of Education if the grant is payable from Provincial Funds.

Sanctioning authority.

17. A Statement (in Form C appended) showing all the schools on the Register referred to in Article 12 above and the probable amount of the grant that will be earned by each will be forwarded annually before the 15th August by the Deputy Inspector to the Inspector-General. This Statement will be published in the *Central Provinces Gazette*, and will form the basis of the Budget provision made by the Local Administration or Local Body for result grants.

Date of Examination published in the *Central Provinces Gazette*.

18. The Deputy Inspector will, within 20 days of the publication of the Statement in the *Central Provinces Gazette*, inform the Manager of each school named therein of the date fixed for the examination of his school.

Zila Inspector to inform Manager of registration of school for aid.

General Conditions of Examination.

19. A registered school shall be examined for a result grant as far as practicable at intervals of 12 months, the grant being for the work of a school year, which ordinarily begins to run from the date of the last annual examination for grant. If the examination be held after a period greater or less than a year, the total grant shall—except when the Inspector-General orders otherwise—be increased or diminished by one-twelfth for each period of 30 days more or less than a year. Fractions of periods of thirty days shall not be taken into account.

Period for which aid is allowed.

Illustration.

A.—If a school be examined within the year, but after 11 months and a day, the grant will be for the whole year.
B.—If the school be examined after 12 months, but within 13 months, the grant will be for the full year only.

20. The examination for a grant must be held on the school premises.

Examination to be held *in situ*.

21. No school shall be examined for a result grant which has not, at the date of examination, met on 180 school days from the date of the last examination, or, in the case of new schools, from the date of registration.

School meetings.

Minor holidays, such as Sundays, &c., shall count as school days, but not the customary vacations and customary breaks caused by the exigencies of agricultural or industrial occupations.

Meetings in night schools.

In night schools or classes the number of school meetings must be not less than 120.

Instruction grants.

22. The subjects for which instruction grants are given are divided into 2 classes, compulsory and optional. The compulsory subjects are reading, writing and arithmetic. The optional subjects are the other subjects detailed in the Schedule in Article 23 below. The standards of examination are set out in Appendix D.

Subjects for which instruction grants are given.

Instruction grant.

23. The following is the scale of *Instruction* grants :—

A.—For every male pupil who passes in any of the subjects named below a grant shall be awarded, according to the standard, of the amount shown in the Schedule.

Subjects.	1st Standard.	2nd Standard.	3rd Standard.	4th Standard.	5th Standard.	Remarks.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
A.—Compulsory.						
Reading ...	0 8 0	0 8 0	0 8 0	0 8 0	0 12 0	In the first and second standards of Marathí schools, 12 annas will be awarded for each pupil who passes (*a*) in reading or (*b*) in writing, if acquaintance is shown with both the Modi and the Balbodh characters.
Writing ...	0 8 0	0 8 0	0 8 0	0 8 0	0 12 0	
Arithmetic ...	0 8 0	0 12 0	0 12 0	1 8 0	2 8 0	
B.—Optional.						
Objects lessons or elementary science ..	0 4 0	0 6 0	0 8 0	1 0 0	1 8 0	
Kindergarten occupations and manual training ...	0 2 0	0 4 0	0 6 0	0 8 0	0 8 0	
Action songs ...	0 2 0	0 4 0	...	....	...	
Poetry ...	0 2 0	0 4 0	0 4 0	0 6 0	0 8 0	
Grammar ...	...	...	...	0 6 0	0 8 0	
Geography ...	...	0 4 0	0 6 0	0 6 0	0 8 0	
History ...	...	...	...	0 6 0	0 8 0	
Hygiene ...	.	...	...	0 8 0	...	
Agriculture ...	...	...	...	1 0 0	1 8 0	
Surveying ...	...	...	...	...	3 0 0	
Drawing ...	0 4 0	0 8 0	0 12 0	1 0 0	1 8 0	
Needle-work ...	0 8 0	0 12 0	1 0 0	2 0 0	2 0 0	
Drill and Gymnastics.						
Drill ...	Two	annas in	each stan	dard.		
Gymnastics ...		Do.	do.			

B.—For girls, double the grants given above shall be awarded, except for needle-work and action songs.

C.—Grants 50 per cent higher than those given above shall be awarded on account of pupils of the following races :—

Gonds.
Khonds.
Kurkus.
Baigas.
Bhils.
Dhers } excluding domestic servants, artizans and traders of
Mahars } these castes.
Kols.
Binjhals.

24. The award of grants for pupils who pass the examination for Instruction grants is subject to the following conditions :—

A.—No pupil can earn a grant who has not attended the school for, at least, 90 days during the 180 school meetings (as before defined in Article 21) preceding the examination. Attendance for not less than 3 hours will be required to allow a day to count.

In night schools or classes, 80 attendances of 1½ hours will be accepted.

B.—No grant shall be made for passes by standards below the 3rd on account of male pupils whose age exceeds 15 years, or for passes by the 3rd, 4th and 5th standards on account of male pupils whose age exceeds 18 years. In night schools or classes, there is no maximum limitation to the age of pupils, but no pupil under the age of 12 years shall be admitted.

C.— No male pupil unprotected from small-pox is eligible for a result grant.

D.—No pupil can earn a grant more than once in the same subject by the same standard.

E.—No pupil can be presented for examination in the subjects of more than one standard.

F.—Pupils are not eligible for a grant under any other standard than that for which they have been studying throughout the 180 or, in the case of night schools, the 120 school days preceding the examination (*vide* Article 21 above).

G.—In the compulsory subjects of any standard, no pupil can earn a grant, unless he passes in at least two of these subjects.

H.—In the optional subjects of the first standard, no pupil can earn a grant, unless he passes in the three compulsory subjects of that standard. In the optional subjects of the other standards no pupil can earn a grant, unless he passes in at least two compulsory subjects, except that pupils who have passed the Upper Primary examination may take Surveying as a special subject, whether they have passed the compulsory subjects of the 5th standard or not.

I.—No pupil can earn a grant in more than four optional subjects.

J.—To pass in the subjects of any standard, a pupil must obtain one-third of the maximum marks in each subject.

Drill and gymnastics.

25. Grants for drill and gymnastics are subject to the following special conditions:—

A.—Drill shall include the exercises of position, body flexion, balance motions, extension motions and marching.

B.—Gymnastics shall be taught according to Maclaren's or Forest's system, and shall include exercises on the parallel bars and horizontal bar, as well as country gymnastics.

C.—No school shall earn a grant for either drill or gymnastics which does not present, at least, one half of the pupils on the rolls on the date of the examination and which does not pass three-fifths of those presented.

D.—In drill, the Inspecting Officer shall report on the school presented as a whole, and if his report be satisfactory, grants will be allowed for each pupil, at the rates given in Article 23 above.

In gymnastics the Inspecting Officer will test the pupils individually.

Object lessons, action songs, &c.

26. In object lessons, action songs and Kindergarten instruction, the Inspecting Officer shall report on the class presented as a whole, and, if he is satisfied with the result of his examination, will recommend grants for each pupil examined in each of these subjects.

Manager to receive nominal roll.

27. As soon as possible after the examination, the Inspecting Officer shall furnish the Manager with a nominal roll showing the names of the pupils examined, the standards in which they were examined, and the actual marks (except in object lessons, action songs, Kindergarten instruction and drill and gymnastics) obtained by each pupil in each subject. The Manager will keep these rolls, and produce them for inspection at each succeeding examination during the following two years.

Attendance grants.

Attendance grants.

28. For every pupil in average attendance during the school year whose age does not exceed 18 years an attendance grant of 8 annas shall be given.

Mode of calculating attendance grant.

29. The average daily attendance of a school or portion of a school for any period is found by adding together the attendance and dividing by the number of school meetings for that portion and period. The quotient is the average daily attendance.

Limitation to attendance grant.

30. No Manager shall receive an attendance grant for more than 50 pupils, unless he keeps a pupil teacher for every 20 boys in average attendance above 50.

Stay in each standard to entitle to attendance grant.

31. No attendance grant will be paid for any pupil whose stay in the 1st standard has exceeded one year, or whose stay in any of the other standards has exceeded two years.

Rules to be observed by Result-aided Schools.

Registers, &c., to be kept.

32. Every school aided on the result system must keep :—

(1). A register of admission.
(2). A register of attendance.
(3). A visitors' book, in which remarks of Inspecting officers and others who visit the school may be entered.
(4). A copy of the Central Provinces Educational Manual.

Daily marking of attendance register.

33. The attendance register must be marked every time the school meets.

Returns

34. All schools aided on the result system shall furnish such returns as may from time to time be prescribed.

Duties not connected with school work not to be undertaken.

35. No teacher can undertake duties not connected with his school, without the sanction of the Inspector of Schools.

Conduct cards

36. The use of Conduct cards should be encouraged in result-aided schools.

Falsification, &c.

37. Any falsification of the registers, any misrepresentation regarding the attendance, &c., any deception in the presentation of pupils and any other fraud or irregularity shall be reported after the completion of the Examination, and the Inspector-General shall have the power to withhold or reduce the grant and to take such ulterior measures as he may think fit.

Limitation of Result grants.

38. When the total of the Result grants *earned* by all the schools on the Register of a District or Municipal town (Article 12) exceeds the funds available for grants-in-aid, an all-round reduction will be made in the grants *paid* by the Local Administration or by the Local Body concerned.

39. When in the opinion of the Inspector of Schools the grant earned is out of proportion to the requirements of a School, a Statement of receipts and charges may be called for and a reduction of the grant made under the orders of the Inspector-General of Education.

(3)— *The Combined system.*

Nature of system

40. The combined system is that system which allows a fixed monthly grant for a year or term of years, and the payment, in addition, of a result grant, under the rules in the above section, subject to the Articles given below.

Maximum of fixed grant

41. The fixed grant shall not exceed rupees 6 per mensem for the Head Master and rupees 2 per mensem for each Monitor employed, in average attendance above 50.

Rate of result grant.

42. Result grants shall be given at the rate of 60 per cent of the maximum rates. Of the balance, 15 per cent shall be spent on school contingencies, such as the supply of books, maps, apparatus, &c., and 25 per cent credited to Government or the Local Body concerned.

Proportion of grant payable to teachers

43. Of the total result grant earned, 50 per cent shall be given to the Head Master and 10 per cent to the subordinate staff, other than Monitors.

Result grant to be reduced on certain conditions.

44. If after a school has been maintained on the combined system for a period of 3 years, two-thirds of the sum earned in the last examination for result grant does not equal the total amount of fixed grant paid during the year previous to the last examination, the Inspecting Officer will submit a special report to the Inspector-General, with the view of a reduction of the fixed grant.

Normal and Ordinary certificates.

45. Teachers in combined system schools should ordinarily possess either Normal or Ordinary certificates.

Sanction of Local Administration.

46. No school can be aided on the combined system without the sanction of the Local Administration.

SECTION C.—GRANTS FOR MISCELLANEOUS OBJECTS.

Objects for which miscellaneous grants may be given.

1. Grants for the objects noted below may be made to Managers of schools, in instalments or otherwise :—

(1) For the purchase, erection, enlargement, repair or rent of school buildings or boarding houses.

(2) For school appliances, furniture, libraries, maps, diagrams, models, materials, plant, tools, gymnastic and other apparatus.

(1)—*Grants for Buildings.*

Conditions on which grants for buildings are given.

2. Grants for the purchase, erection, enlargement or repair of buildings or boarding houses are given on the following conditions :—

(*a*) that in each case the Managers shall contribute double the amount of the grant :

(*b*) that satisfactory evidence be given of the necessity of the object for which a grant is asked, and that the amount applied for shall not exceed what may be considered reasonable—taking into consideration the importance of the school and any previous grants which may have been made to the Managers of the institution :

(*c*) that a plan of the building and estimate of the cost thereof be submitted to the Inspector of Schools, who will forward it to the Inspector-General or the Local Body :

(*d*) that the purchase, erection, enlargement or repair (other than emergent) of the building or boarding house be not proceeded with until the sanction of the Inspector-General or the Local Body be communicated to the Managers :

(*e*) that before payment of the grant, it be certified by the Executive Engineer, or other competent officer of the Public Works Department, that the work has been proceeded with or completed, as the case may be, as provided for in the plan and estimate previously sanctioned. Such certificate shall be countersigned by the Inspector-General :

(*f*) that before payment of the grant, the Managers shall, if required, execute a deed of agreement in such form as may be prescribed :

(*g*) that, in the event of any building towards the purchase, erection, enlargement or repair of which a grant may have been made, being diverted to purposes other than those for which the grant was sanctioned, or in case the school should cease to be open to inspection or to be maintained in a state of reasonable efficiency, the Managers shall, after due notice, refund to the Local Administration or the Local Body such portion of the grant received as shall be determined by the Local Administration.

In the event of such Managers failing to make such refund, then they shall, if required, sell the building to the Local Administration or the Local Body at its actual value as certified by the Executive Engineer or other competent officer of the Public Works Department, the portion of the grant ordered by the Chief Commissioner to be refunded being taken as a partial set-off against the price. Otherwise, the Local Administration or Local Body may recover by civil suit the amount ordered to be refunded.

Rent.

3. When a school or boarding house is held in a building not owned by the Managers, for which rent is paid, a grant not exceeding one-third of such rent may be given, provided that the building is certified by the Inspector of Schools to be suitable for a school or boarding house.

House accommodation.

4. Building grants are not intended to provide house accommodation for teachers or pupils except in the case of boarding houses.

Village school-houses.

5. Grants not exceeding Rs. 50 may be given towards the erection, purchase, enlargement or repair of school houses in villages, free of all conditions except the following :—(1) that a rough plan, with brief description, has been approved by the Inspector of Schools : and (2) that the grant shall not be paid until the Deputy Inspector certifies that the work has been completed, or the purchase effected, and that its value is, at least, equal to the grant claimed.

Building grants by whom sanctioned.

6. Building grants not exceeding Rs. 500 may be sanctioned by the Inspector-General or Local Body ; for grants above that sum the sanction of the Local Administration is necessary.

(2) *Grants for Appliances, Furniture, &c.*

7. Grants not exceeding one-half of the total cost, for school appliances, furniture,* libraries, maps, diagrams, models, materials, tools, gymnastic and other apparatus, are given on the following conditions :—

(1) that the purchase in aid of which the grant is made, has actually been completed ;

(2) that in the event of the institution being closed, within 5 years from the date on which the grant may have been made, or in case the school shall cease to be open to inspection or to be maintained in a state of reasonable efficiency, the Local Administration or the Local Body shall be at liberty to purchase the appliances, &c., for which the grant was given, at their actual value as certified by the Inspector of Schools.

Grants for school appliances, &c.

8. Grants for school appliances, &c., not exceeding Rs. 200 may be sanctioned by the Inspector General or the Local Body.

*NOTE.—No grants will be given for school benches made *without backs*.

Appendix A.

Form of application for aid on the fixed grant system.

1	2	3	4	5	6	7	8	9
Name and grade of school, and whether for boys or girls.	Situation of school.	Name and residence of Manager.	Total area of building and conditions thereof.	Number of classes and number of pupils in each class.	Particulars of furniture and apparatus.	Names and qualifications of the teachers.	Average attendance of pupils for the last 6 months.	Remarks.

Income from					*Expenditure.*			
Endowments.	Subscriptions.	Fees.	Other sources.	Remarks.	Teaching staff.	House rent.	Contingencies, such as furniture, repairs, servants, &c.	Remarks.

Declaration.—We, the responsible Managers of the above institution, hereby promise to comply with all the conditions of aid given in Article 5 of the fixed grant-in-aid rules.

Appendix B.

Form of application for aid on the Result Grant system.

1	2	3	4	5	6	7	8	9	10	11	12
Circle or Municipality and Tahsil.	Town or village, with distance from nearest school.	Description of school, whether boys' or girls'.	Manager.	Names of masters, and Examinations passed by them	Average attendance during the last 3 months.	Probable number of pupils that will be presented for examination.	Probable amount of grant to be earned.	Rate of fees levied and average monthly collections during the last 3 months, or if fees are not levied, estimated monthly income.	How far complying with the requisitions of the Result Grant rules.	Date fixed for examination (to be filled in by Deputy Inspector.)	Inspector's opinion.
							Rs. a. p.	Rs. a. p.			

Appendix C.

Form of Statement of Schools to be examined for Result Grants (for publication in the Gazette).

1	2	3	4	5	6	7	8
Circle or Municipality and town or village.	Tahsil.	Description of school, whether boys' or girls'.	Manager.	Number of pupils to be presented for examination.	Probable amount of grant that will be earned.	Date fixed for Examination.	Remarks.
					Rs. a. p.		

Appendix D.

Standards of Examination for Result Grants.

Subjects.	1st Standard.	2nd Standard.	3rd Standard.	4th Standard.	5th Standard.
		Compulsory Subjects.			
Reading ...	Ability to read easy words on the reading sheets supplied to Departmental primary schools.	To read and understand an easy narrative from a Reader equal in difficulty to that used in the 2nd class of a primary Departmental school.	To read and understand an ordinary passage from a Reader equal in difficulty to that used in the 3rd class of a lower primary Departmental school.	To read with ease and intelligence two or three passages in prose and verse from a Reader equal in difficulty to that used in the 4th class of an upper primary Departmental school.	To read with ease and intelligence passages of prose and poetry from a book equal in difficulty to that used in the 5th class of a vernacular Departmental Middle school.

Note.—In Marathi schools reading in both Modi and Balbodh should be taught.

Subjects.	1st Standard.	2nd Standard.	3rd Standard.	4th Standard.	5th Standard.
			COMPULSORY SUBJECTS— (*contd.*)		
Writing and Spelling ...	To write from dictation any 8 words from the alphabet sheets.	(A) To submit a fairly written copy book of not less than 12 pages in large hand in ink or pencil, one line to be written before the Inspecting Officer. (B) To write from dictation 3 lines from the reading book in use.	(A) To submit a fairly written copy book in middle hand of not less than 12 pages in ink; 3 lines to be written before the Inspecting Officer. (B) To write from dictation a passage of 4 lines from the reading book in use.	(A) To submit a fairly written copy book in small hand of not less than 12 pages, and to write 3 lines in the presence of the Inspecting Officer. (B) To write from dictation a passage of 6 lines from the reading book in use.	(A) To transcribe in clear and regular small hand on paper a short printed paragraph. (B) To write from memory the subject matter of any short story from the reading book in use, or to write a short letter.
	NOTE—	In Marathi schools both	Modi and Balbodh shou	ld be written.	
Arithmetic ...	Notation and numeration to 100, the Multiplication table 10 × 10 and Mental addition and subtraction of figures of one or two digits. NOTE.—Instruction in Arithmetic in this standard shall be by means of the ball frame or other concrete objects, as in the Kindergarten system.	(1) Slate.— The four simple rules as far as division by 16. Notation and numeration up to 10,000. (2) Mental.— The Multiplication table to 16 × 16 and fractional table to 2½. The addition and subtraction of numbers, one of which may be of one digit and the other of one or two digits.	(1) Slate or paper.— The compound rules and reduction with easy problems. (2) Mental.— The tables of weights and measures and the addition and subtraction of compound quantities.	(1) Slate or paper.— Problems on the Compound rules. Simple proportion, Simple interest, Vulgar Fractions, Addition and Subtraction of Decimals, Conversion of Vulgar Fractions into Decimals and *vice versâ*. Least Common Multiple and Greatest Common Measure. (2) Mental:— A more advanced exercise.	(1) Slate or paper.— Decimal Fractions, Simple and Compound proportion, Simple and Compound interest, Square Root, and the Mensuration of plane figures and circles. (2) Mental.— A more advanced exercise.
			OPTIONAL SUBJECTS.		
Object lessons or elementary science.	Common objects, such as familiar animals, plants, metals and substances employed in ordinary life.	As in Standard i, a more advanced course.	As in Standard ii, a more advanced course.	An elementary knowledge of animals or plants, with special reference to agriculture, and of metals and other substances employed in the arts and manufactures carried on in the districts.	The elements of physical science as in Balfour Stewart's Primer or other suitable text book, *viz.*, definitions, the chief forces of nature, gravity, the three states of matter, properties of solids, of liquids, gases, moving bodies, solid heated bodies.
Kindergarten occupations and manual training.	Ability in three occupations.	Ability in any four occupations.	1. Modelling in in clay Ricks Book i, chap. x, pp. 59-65. 2. Paper folding, cutting and mounting Ricks Book i, chap. iv.	1. Wood-work with the knife. Ricks Book ii, chap v, pp. 34, 35; or 2. Modelling in clay. Ricks Book i, chap. x, p. 66, and models of natural objects proposed by the teacher. Drawing or cutting and mounting. Ricks Book i, chap v.	1. Wood-work. Ricks Book ii, chap. v, pp. 35-37 and chap. vi, pp. 41-43 or 2. Folding, cutting, mounting, designing in form and colour. Ricks Book i, pp. 41-45 and similar exercises: or 3. Drawing and cutting geometrical forms. Ricks Book i, chap viii.

Subjects.	1st Standard.	2nd Standard.	3rd Standard.	4th Standard.	5th Standard.
			OPTIONAL SUBJECTS—(*contd.*)		
Action songs (for girls' schools). ...	Not less than 4 to be brought up.	Not less than 6 to be brought up.	.....	.....	.....
Vernacular Poetry. ...	Recitation of 10 lines of easy verse.	Recitation of 30 lines of easy verse.	Recitation of 40 lines of poetry, with explanation of the meaning.	Recitation of 60 lines of poetry, with explanation of the subject matter and allusions.	Recitation of 80 lines of poetry, with explanation of the subject matter and allusions.
Grammar. ...	.....	.....	.....	To point out the parts of speech in the reading book in use, and to parse an easy sentence.	The elements of Grammar as in any Grammar used in the Upper Primary classes of a Departmental school; prosody to be omitted. Parsing and easy analysis.
Geography ...	.....	To explain a plan of the school-room which has been drawn to scale from measurements taken by the children: understanding of it to be tested by requiring children to mark on the plan the position of the benches, &c. The 4 cardinal points; a knowledge of the town or the village in which the school is situated, studied from a map of the locality.	Special knowledge of the geography of the district in which the school is situated, together with ability to point out, on the map, the districts, towns and rivers of the Central Provinces.	Geography of the Central Provinces, and of India. Outlines of the world. The causes of day and night. Diurnal motion of the Earth.	The geography of the world with special reference to Asia and India, latitude and longitude, annual motion of the Earth, the seasons, the tides, the monsoons and eclipses to be understood.
History. ...	.....	.....	.....	India, the English period.	The main facts of the History of India.
Hygiene. ...	.....	.....	.....	Way to Health or other suitable text book.	.....
Agriculture (for boys only)	.....	.....	.....	Fuller's Primer: the portion to be notified from time to time.	Fuller's Primer, the portion to be notified from time to time.
Surveying. ...	.....	.....	.....	.....	Surveying with the plane-table, plotting and the calculation of the area of the field surveyed.
Drawing. ...	Free hand on slates, straight lines and their combinations, squares, triangles, oblongs.	Free hand on slates, straight lines and their combinations,— a more advanced course.	Free hand on paper. Curved lines and their combinations. Familiar objects.	Free hand on paper, leaves, flowers, from copies. Familiar objects.	Free hand,—a more advanced course. Model drawing.

Subjects.	1st Standard.	2nd Standard.	3rd Standard.	4th Standard.	5th Standard.
		Optional Subjects—(*contd.*)			
Needle-work for girls.	Threading needles and hemming (to be fixed by the teacher), knitting on the frame.	Running stitching and top sewing (to be fixed by the teacher), plain knitting on 2 needles.	Felling, gathering, to sew a child's jacket, fixed by the teacher, to knit a scarf, purl and plain knitting.	Mending, herring boning, to set and sew a child's jacket, knitting on 4 needles, cross stitch.	To cut out, fix and sew a petticoat, jacket, bodice, knit socks, copy cross stitch from a pattern, button-holing.

Drill and Gymnastics.

Standards to be fixed hereafter by the Inspector-General of Education, Central Provinces

APPENDIX B.

No. 7130.—The following Inter-school rules, applicable to Colleges and Secondary schools, have been framed by the Inspector-General of Education, and are sanctioned by the Chief Commissioner. The rules will take effect from the 1st January 1890 :—

I.—A boy who has been dismissed for misconduct from one school shall not be taken into another, without the permission of the Circle Inspector, or, in the case of Colleges, of the Inspector-General of Education, Central Provinces.

II.—A boy, before admission into a College or Secondary school, shall produce a certificate from the Principal or Head Master of the last institution in which he was reading, in the following form :—

Certified that———was studying in the———class of the——— College (or school) and leaves on the———day of———18——, with a——— character. All sums due by him to this College (or school) have been paid.

Note.—Class is to be interpreted as in the amended classification of schools, sanctioned by Chief Commissioner's Notification No. 3357, dated the 30th May 1889.

III.—This certificate shall, when asked for, be given by the boy or his parent or guardian.

IV.—A boy shall not be placed in a higher class, in his new school, than that in which he was studying in the school which he has left, nor shall he receive promotion in his new school, within three months of his admission, unless the Annual Examination of his new school occurs within a shorter period of his admission than three months.

Note (*a*).—This rule does not prevent a boy being placed in a lower class than that in which he was studying in the school which he has left.

Note (*b*).—By Annual Examination is meant the Examination which is held towards the close of the school year, and which determines promotion.

V.—If a boy fails to pass, or fails to appear, in the Annual Examination of his previous school, a note to that effect shall be made on the certificate required under Rule II.

VI.—A boy producing a false certificate shall be considered guilty of misconduct, and shall not be admitted to any school without the permission of the Circle Inspector, or of the Inspector-General of Education in the case of College students.

VII.—Notice of the expulsion of a pupil shall be given without delay, by the head of the Secondary school concerned, to the Circle Inspector, and by the head of a College to the Inspector-General in the case of College students.

VIII.—Disputes between the heads of Colleges and schools, regarding the application and interpretation of the foregoing rules, shall be referred, in the case of Colleges, to the Inspector-General of Education, and in the case of Secondary schools to the Circle Inspector, whose decision, respectively, shall be final.

No. 7129.—The following rules regarding punishments for breaches of discipline in Colleges and Schools, framed by the Inspector-General of Education, are sanctined by the Chief Commissioner, and will take effect from the 1st January 1890 :—

I.—Punishments for breaches of discipline in Colleges and Schools should, ordinarily, take one or other of the following forms :—

Imposition.
Fine.
Corporal punishment.
Rustication.
Expulsion.

II.—In enforcing discipline, attention must be paid to the following instructions, which indicate the kind of punishment which is, ordinarily, most appropriate for each of the chief classes of offences, and the limitations which are imposed upon the use of certain punishments.

i.—*Impositions* may be inflicted for non-preparation of lessons and unpunctual attendance.

ii.—*Fines* may be inflicted for the following offences, in Colleges and Secondary schools :—

(1) Breaches of sanitary rules.
(2) Impertinence.
(3) Rudeness.
(4) Disobedience.
(5) Disturbance in class.
(6) Use of bad language.
(7) Injuring school property.

iii.—*Corporal punishment* may be inflicted in Primary schools for the offences mentioned in Rule ii, and in both Secondary and Primary schools for repetitions and aggravations of the same offences, and for theft.

iv.—*Rustication* may, in the case of College students, and of High school students above the age of 15 years, be inflicted for further repetitions and aggravations of the offences mentioned in Rules ii and iii, and also for immorality and insubordination.

v.—*Expulsion* may be inflicted for repetitions of grave moral delinquencies, such as theft, corrupting the morals of the boys, and incorrigible insubordination. It may also be inflicted for continued repetitions and aggravations of the offences for which corporal punishment and rustication are prescribed.

vi.—Fines shall not be imposed in Primary schools in rural districts, but may be imposed in the primary departments of Middle schools situated in towns, with the sanction in each case of the Head Master of the Secondary school to which the Primary school is ancillary.

vii.—Corporal punishment may be inflicted in the case of all pupils of Middle and Primary schools, and in High schools in the case of those pupils only whose age does not exceed 15 years.

viii.—Corporal punishment shall not be inflicted by an Assistant Master. It shall be inflicted by the Head Master, with a thin cane, generally on the palm of the hand, and shall in no case be excessive, but shall be subject to such limitations as the Inspector-General of Education may prescribe.

ix.—Expulsion is applicable to the pupils of all classes of institutions.

x.—All punishments under Rules ii, iii, iv and v shall be recorded in a book kept for the purpose, and in the Conduct register.

xi.—Rustication and Expulsion shall not be inflicted in the case of Colleges without the sanction of the College Council, and in the case of Secondary schools without the sanction of the Committee ; a record of the sanction being made in the Minutes of the Council or Committee.

APPENDIX C.

Work of Deputy and Joint Inspectors of Schools in the Central Provinces for the official year 1889-90.

Districts.	Name of Deputy Inspectors.	Salary.	No. of days on tour.	No. of days at Head-quarters.	Area of District in square miles.	Miles travelled by Road.	Miles travelled by Rail.	No. of Inspections.	Remarks.
	Northern Circle.	Rs.							
Damoh	Mr. Bihari Lal ...	100	194	105	2,799	1,542	...	185	
	,, Dhundiraj Hari ...	...	71	15		562	...	70	
Hoshangabad ...	,, Kripa Shankar ...	125	272	89	4,555	1,808	134	284	4 days' leave.
Jubbulpore	,, Ganga Singh ...	150	108	63	3,918	227	370	94	
	,, Kripa Shankar ..	200	158	36		1,044	605	152	
Mandla ...	,, Lal Mahomed ...	80	254	91	4,719	2,000	...	...	20 days' leave.
Narsinghpur ...	,, Nago Yado Rao ...	125	234	131	1,916	1,439	1,235	230	
Nimar ...	,, Sadasheo Rao ...	125	259	126	3,340	1,392	1,272	202	
Saugor ...	,, Kripa Shankar ...	200	34	75	4,005	169	81	28	
	,, Ravi Shankar ..	...	44	8		296	94	34	
	,, Baldeo Balkrishna ...	...	54	39		341	...	39	
	,, Ganga Singh ...	150	91	20		660	99	86	
	Eastern Circle.								
Raipur	Mr. Kedarnath ...	120	11	64	14,583	141	...	11	
	,, Jaideo Rao ...	100	179	111		2,049	...	212	
	,, Ganpat Lal, District Inspector of Feudatory Schools ...	60	229	79		1,258	350	196	
	,, Madho Rao, Do. ...	52	49	8		177	24	27	
Bilaspur	,, Gadadhar Prashad Singh	100	204	116	7,798	1,835	65	176	45 days' on leave.
	,, Ganpat Lal ...	80	25	20		195	...	34	
Sambalpur	,, Laxman Rao ...	100	57	126	7,460	576	...	69	
	,, Trilochan Misra . .	80	139	43		1,127	...	194	
	,, Gopal Patnaik, District Inspector of Feudatory School (Sarangarh) ...	70	68	25	3,654	334	...	41	205 days' leave.
	,, Balankishore Pani, do.	60	67	...		392	20	39	Vacant.
	,, Ramchandra Behari, do. (Patna and Kalahandi).	70	206	159	...	1,096	...	112	
	Southern Circle.								
Nagpur ...	Mr. Hari Shridhar ...	200	268	90	3,786	2,045	898	314	
	,, Govind Sitaram ...	61 3 2	5	2	...	7	60	4	
Chanda ...	,, Govind Raghunath ...	150	261	104	10,785	2,401	42	230	
Sironcha ...	,, Rangabhashiam ...	*50	75	...	644	1,172	42	10	* yearly.
Balaghat ...	,, Rahimat Ali ...	125	159	115	5,145	1,220	...	166	
	,, Ravi Shankar ...	76 2 3	63	28	...	345	...	51	
Bhandara ...	,, Gopal Sitaram ...	80	314	48	3,922	2,179	324	298	3 days' casual leave.
Wardha ..	,, Jageshwar Bapuji. ...	80	229	104	2,401	1,598	653	215	On privilege leave for 30 days, for which time Mr. Ganesh Appaji Pandhye, Head Master, Wardha, held charge of the office and 2 days on casual leave.
Betul ...	,, Jayadeo Dixit ...	100	23	37	3,905	232	...	27	
	,, Jwalanath, Clerk of Court ...	Nominally in charge of the office.							
	,, Amrit Lal, Head Master Badnur. ...		Do.			do.			
	,, Kedarnath ...	150	175	102	...	1,527	...	163	
Chhindwara ...	,, Govind Ramchandra ...	80	236	121	3,915	1,968	...	160	8 days' privilege leave.
Seoni ...	,, Jeorakhan Lal ...	100	283	82	3,247	2,782	...	259	

APPENDIX D.

No. 5919.—The following Rules made by the Judicial Commissioner of the Central Provinces, under Section 6 of Act XVIII of 1879 (the Legal Practitioners' Act), have been approved by the Chief Commissioner, and are published for general information.

The rules will come into force on the 1st day of January 1892, from which date all rules previously made under the said section are cancelled:—

I.—The following persons will, on their obtaining the approval of the Judicial Commissioner, be enrolled as Advocates of the High Court of these Provinces:—

(*a*).—Members of the English or Irish Bar and members of the Faculty of Advocates in Scotland.

(*b*).—Vakils now or hereafter entered on the roll of any High Court who have ordinarily practised for a term of not less than five years in a High Court.

II.—Pleaders in the Courts of the Central Provinces shall be of two grades, that is to say:—

(*a*).—Pleaders of the First grade, who may appear, plead and act in all the Courts of the Central Provinces.

(*b*).—Pleaders of the Second grade, who may appear, plead and act in all Courts subordinate to the Judicial Commissioner's Court.

III.—The following persons may, if the Judicial Commissioner thinks fit, be admitted and enrolled as Pleaders of the First grade:—

(*a*).—Vakils and Attorneys of the Courts referred to in Sections 4 and 5 of Act XVIII of 1879, who are not entitled under those sections to practise in these Provinces but who have practised in the Court on the roll of which they are entered for the space of at least three years.

(*b*).—Extra-Assistant Commissioners or Judicial officers of equal or superior official rank who have passed the Departmental Examination by the Higher Standard, and who have quitted the service of Government.

The application for admission must be made within three years of the applicant's leaving Government Service, and may be granted, subject to such conditions as the Judicial Commissioner may impose, with regard to the locality in which the applicant shall practise.

A person admitted under this clause will not ordinarily be permitted to practise in any district in which he has served Government, unless his official connection with that district has ceased for a period of five years immediately preceding the date of the application.

(*c*).—Persons who, having been admitted and enrolled as Pleaders of the Second grade under these rules, have practised in a District Court for the period of three years, and shall continue to be so practising at the time of their applications. Provided that the Judicial Commissioner may, on good cause being shown, reduce the prescribed period to such shorter period as he may think fit.

IV.—The following persons, and no others, are qualified for admission as Pleaders of the Second grade, and, with the permission of the Judicial Commissioner, may be enrolled as Pleaders of that grade, subject in the case of Government Servants to the conditions attached to clause (*b*) of Rule III:—

Persons who are permanently resident in these Provinces, or who have served Government in these Provinces, and who have passed the Law Certificate Examination prescribed by Rule V of these rules.

V.—A Law Certificate Examination will be held annually at Nagpur in the month of October. Due notice will be given in the Government Gazette of the days and place of examination.

The examination will be conducted in the English language under the direction of a Board of Examiners appointed by the Chief Commissioner.

Section 37, Act XVIII of 1879.

The Registrar of the Judicial Commissioner's Court will be *ex-officio* Secretary to the Board.

VI.—All applications for admission to the Examination must be sent to the Registrar of the Judicial Commissioner's Court at least sixty days before the first day of the Examination, and must be accompanied by Certificates showing:—

(*a*).—That the candidate has passed the F. A. Examination of the Calcutta, Bombay, Madras, or Allahabad University, or some Examination which in the opinion of the Judicial Commissioner is equivalent thereto.

(*b*).—That he has been through a three years' course in law in one of the Law classes of the Central Provinces.

(*c*).—That he is of good moral character.

(*d*).—That he is above the age of twenty years.

(In this Certificate the name, father's name, caste, residence and age of the candidate must be stated, and it must be countersigned by the Deputy Commissioner of the District in which the candidate resides.)

(*e*).—That he can speak with ease and correctness, and read with ease manuscript records written in the Court language of the District in which he intends to practise.

(This Certificate must be signed by the Deputy Commissioner of the District in which the candidate resides.)

VII.—The Registrar will publish in the *Central Provinces Gazette*, under the orders of the Judicial Commissioner, a list of candidates whose applications are admitted; and only candidates whose names are so published will be permitted to appear at the Examination.

(*a*).—No candidate will be admitted to the Examination unless he produces a Treasury receipt showing that he has paid into a Government Treasury the Examination fee of Rs. 30.

VIII.—The subjects of examination will be those prescribed for the B. L. Examination of the Calcutta University (except that the local laws of the Central Provinces will be substituted for the local laws of Bengal), *viz* :—

(1). The principles of Jurisprudence.

(2). The history and constitution of the Courts of Law and Legislative authorities in India.

(3). The Law relating to persons in their public and private capacities, not being parts of Hindu or Mahomedan law.

(4). The Law of Property, including the Laws of Transfer and Succession, not being parts of Hindu or Mahomedan Law; the Law of Prescription; the Law relating to Land Tenures and the Revenue Law.

(5). The Law of Contracts and Torts.

(6). The Law of Crimes.

(7). The Law of Procedure, including the Law of Evidence and the Law of Limitation

(8). The Hindu and Mahomedan Law in general use and application, as modified by the Acts and Regulations.

NOTE.—*Under heading (4) questions will be asked with regard to the local Revenue Laws of the Central Provinces.*

IX.—In order to obtain a Certificate, a candidate must obtain not less than 33 per cent of the marks assigned to each paper, and an aggregate of not less than half marks on the whole examination.

Candidates who obtain not less than half marks in each paper, and an aggregate of two-thirds of the marks on the whole examination will be declared to have passed with credit.

X.—The Examination Board shall report the result of the examination to the Judicial Commissioner, and such candidates as he shall declare to have passed with credit, shall receive Certificates to that effect under the signature of the Registrar, and the fact of their having so passed shall be published in the *Central Provinces Gazette*.

XI.—Applications for admission and enrolment as Pleaders shall be submitted to the Registrar of the Judicial Commissioner's Court, with evidence of the applicant being duly qualified under the above rules. The application must be presented in person, if the applicant wishes to practise in the Judicial Commissioner's Court; if otherwise, it may be submitted through the Commissioner of the Division in which the applicant intends to practise. The Commissioner, after making such enquiries as may be necessary, shall certify to the applicant's identity and good character.

XII.—A fee of Rs. 70 will be payable on admission as a Pleader of the Second grade, in addition to the Examination fee of Rs. 30. A fee of Rs. 70 will be payable by Extra-Assistant Commissioners or Judicial officers of equal or superior rank on admission as Pleaders of the First grade under Rule III (*b*).

XIII.—If the application be granted, and the prescribed fee (if any) is paid, the Registrar shall cause the name of the applicant to be enrolled in the Register of Pleaders, and shall grant him a Certificate on his furnishing a paper with the requisite stamp.*

* Section 25 of Act XVIII of 1879 and second Schedule to that Act.

XIV.—All Pleaders' Certificates shall be issued or renewed as from the 1st January of the year in which they are taken out. In the case of renewal by a District Court, the cancelled Certificate shall be retained by the Judge, and intimation of renewal sent to the Registrar of the Judicial Commissioner's Court (Section 7, Act XVIII of 1879).

XV.—If any person after having been admitted and enrolled as a Pleader, or after having passed the examination prescribed by Rule V, shall fail to take out a Certificate under Rule XII, for a period of three years from the date of his being enrolled or passing the examination, or, having taken out a Certificate, shall neglect to renew it for a like period, he shall not be entitled to receive a Certificate or to have his Certificate renewed without the special sanction of the Judicial Commissioner.

XVI.—Any person who shall hold any appointment under Government, or shall carry on any trade or other business at the time of his application for admission as a Pleader, shall state the fact in his application for admission, and any person who having been admitted to practise as aforesaid shall accept any appointment under Government, or shall enter into any trade or other business, shall give notice thereof to the Judicial Commissioner, who may thereupon pass such orders as he shall think fit.

APPENDIX E.

Comparative Statement of the Education of Girls in the Central Provinces.

Class of Schools.	Schools.		Scholars.		Average attendance.		Expenditure from Provincial Revenues.		Expenditure from Cess and other sources.		Expenditure from Total.		Total cost of educating each pupil.		Cost to Provincial Revenues.	
	1889.	1890.	1889.	1890.	1889.	1890.	1889.	1890.	1889.	1890.	1889.	1890.	1889.	1890.	1889.	1890.
Secondary Schools—							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Vernacular School	...	1	...	105	...	95	..	324	...	281	.	605	...	5 13 11	...	3 2 3
Aided ... English ..	4	4	86	101	74	93	2,945	2,911	4,255	4,681	7,200	7,592	81 13 1	75 2 8	33 7 5	28 13 1
Aided ... Vernacular ...	...	1	...	74	...	60	...	84	...	...	..	84	. .	1 1 11	...	1 1 11
Total ...	4	6	86	280	74	248	2,945	3,319	4,255	4,962	7,200	8,281	81 13 1	29 10 11	33 7 5	11 14 4
Primary Schools—																
Government Vernacular ...	36	31	1,594	1,330	1,030	777	5,810	5,135	3,536	2,764	9,346	7,899	5 14 1	6 5 2	3 10 6	4 1 9
Local Fund and Municipal do.	25	32	1,198	1,418	787	918	473	359	4,455	5,842	4,928	6,201	4 2 11	4 7 7	0 6 5	0 4 2
Native States Vernacular ...	3	4	81	164	66	81	...	...	312	418	312	418	3 9 4	3 4 3	...	...
Aided do. ...	37	41	1,677	1,671	1,140	1,124	4,205	4,282	12,181	12,132	16,386	16,414	9 12 11	9 11 8	2 8 3	2 8 7
Unaided do. ...	4	9	130	271	87	173	...	...	...	288	...	288	...	1 3 5	...	...
Aided English ...	7	7	375	414	325	274	6,624	6,329	9,555	10,581	16,179	16,910	37 15 8	46 13 5	15 8 9	17 8 8
Unaided do. ...	...	1	.	11	...	17	...	...	...	...	...				...	...
Total ...	114	125	5,055	5,279	3,435	3,364	17,112	16,105	30,039	32,025	47,151	48,130	9 4 6	9 7 11	3 5 11	3 2 10
GRAND TOTAL ...	118	131	5,141	5,559	3,509	3,612	20,057	19,424	34,294	36,987	54,351	56,411	10 8 3	10 8 9	3 14 1	3 10 1